



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

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By the Board of Trustees and Chief Executive Officer

ROADS Charter School II
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INTRODUCTION

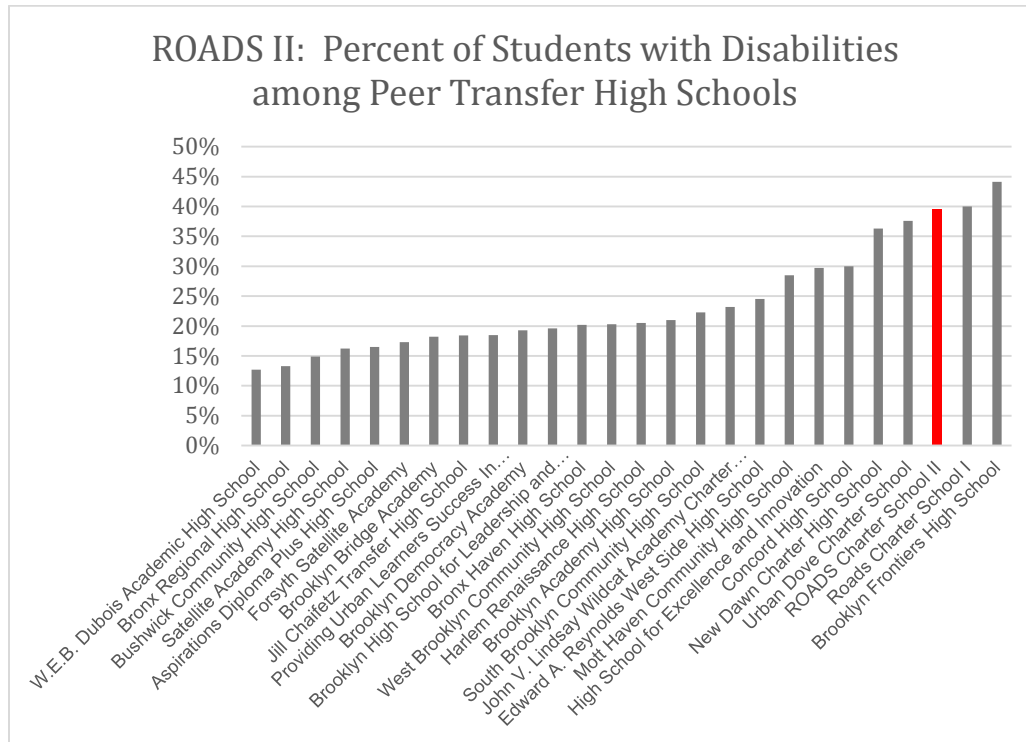
Chester Asher, Principal ROADS II High School; Jacqueline Chu, Chien-Li Chung, Alysha Johnson and Carol Matthews, Consultants, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

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

Chester Asher has served as the school leader since July 2015.

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ROADS II admits students who are 15 or 16 years of age the year that they enter our program. We provide priority enrollment to applicants who have a history of criminal justice involvement, are involved with the foster care system and/or child welfare system, or are homeless or runaway youth. The following graphs reflect how our students are the most “at-risk” of transfer high school students in New York City.

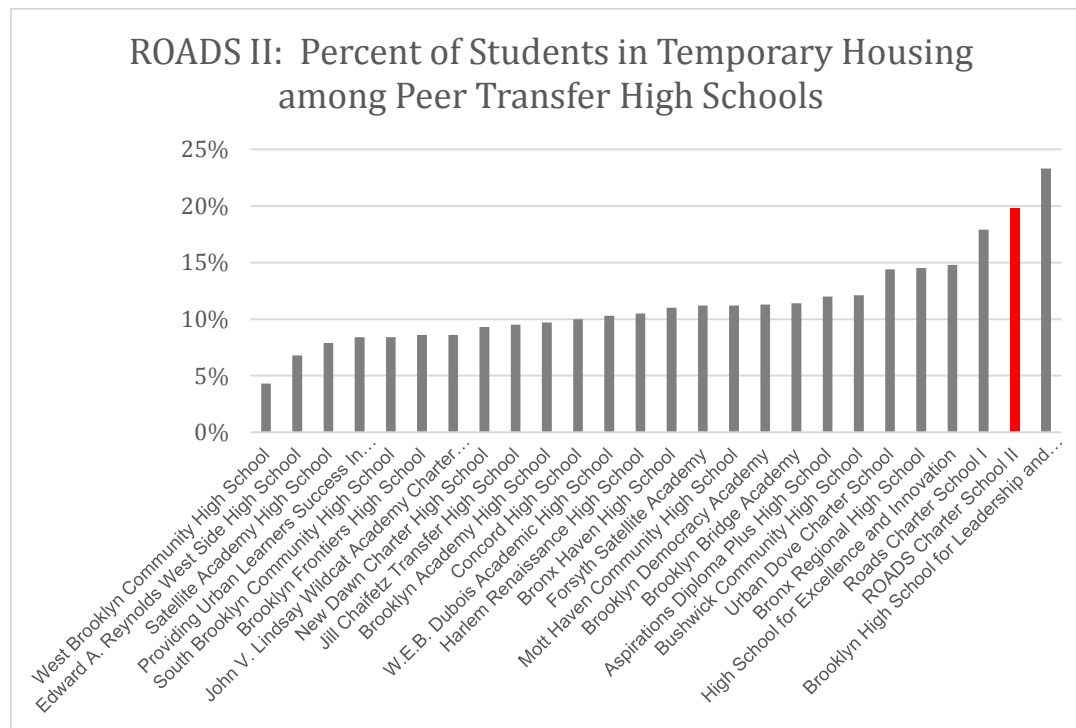
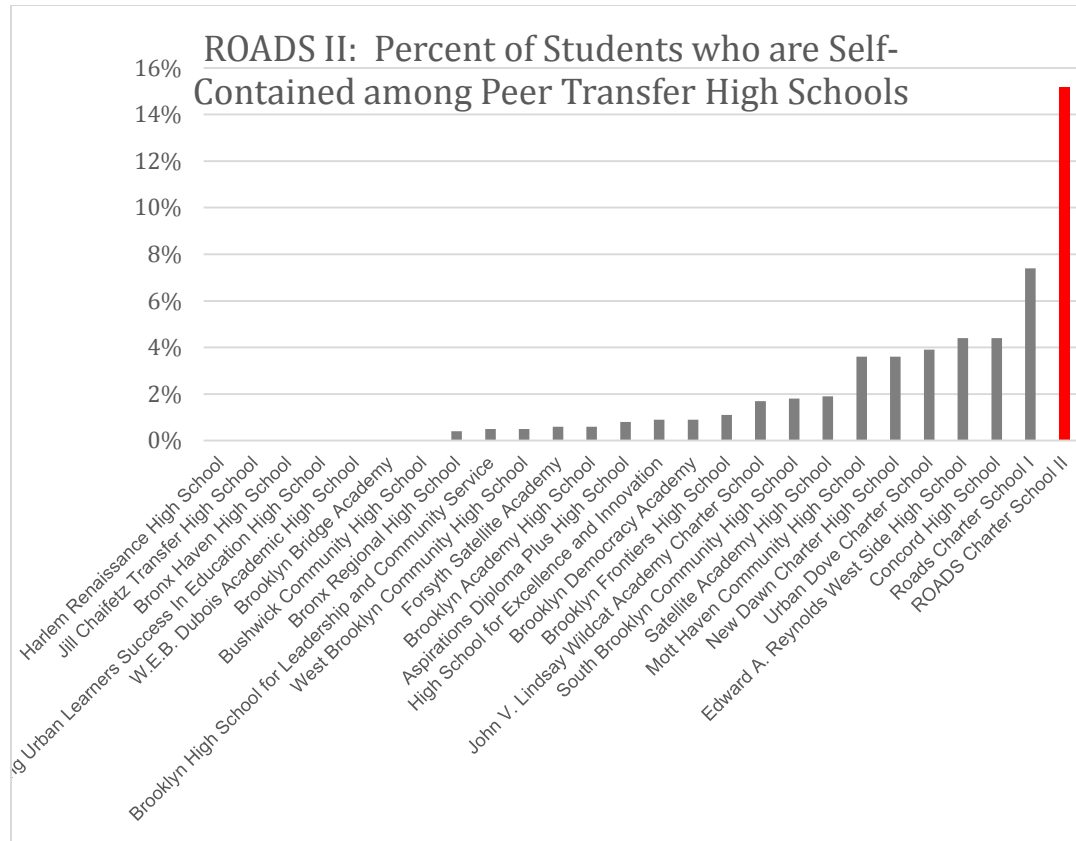


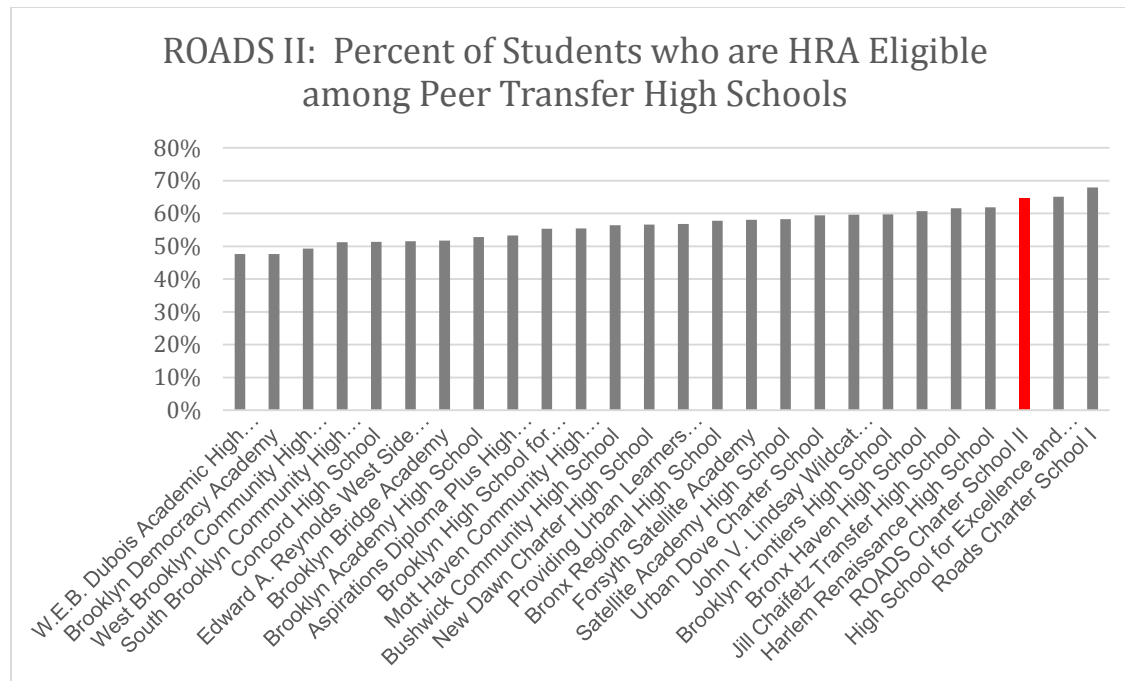
Peer Transfer High School data are from NYC DOE school quality reports and city-wide data for transfer high schools for FY14-15. (<http://schools.nyc.gov/Accountability/tools/report/default.htm>)¹

¹ The schools listed in these charts are the “peer schools” selected by the DOE for the 2012-13 Report Card. R.O.A.D.S. II has used this subset of Peer Transfer High Schools when reporting peer data in its Accountability Plan Progress Reports during the term of this charter. The DOE changed the way it reported school progress in 2014-15 and stopped providing comparison school data for the R.O.A.D.S. II Peer Group. Instead, it now provides published data for “comparison groups” based on student characteristics. It has, however, published student data for all transfer high schools. See <http://schools.nyc.gov/Accountability/tools/report/default.htm> under “2014-15 School Quality Reports for transfer high schools.”

ROADS II has used this data to update student information for its 2012-13 Peer Group. The DOE is in the process of again redesigning its comparison data to provide a peer-to-peer analysis similar to what R.O.A.D.S. II has advocated for in its new Accountability Plan. A list of the R.O.A.D.S. II Peer Group schools can be found in the Appendix.

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ROADS II is not your typical transfer high school. When our students are admitted into our program, they are at least one and more often two years behind their peers. Many enroll in ROADS II because they cannot successfully complete middle school.

As shown in the charts above, ROADS II has the third highest percent of students with disabilities among all 58 transfer high schools in New York City. According to the most recent published data from the DOE, 40 percent of ROADS II students have Individualized Educational Plans (IEPs), almost twice the average rate for all other transfer high schools.² The percentage of ROADS II students in self-contained classrooms is 15.2 percent, whereas the average transfer high school has 2 percent of its students in such a restrictive setting. Twenty percent of our students live in temporary housing, compared with an average rate of less than half for other transfer high schools.³ ROADS II students are also more eligible for HRA than students at any other transfer high school. Sixty-five percent of our students' families have been identified by the Human Resources Administration as eligible for public assistance.

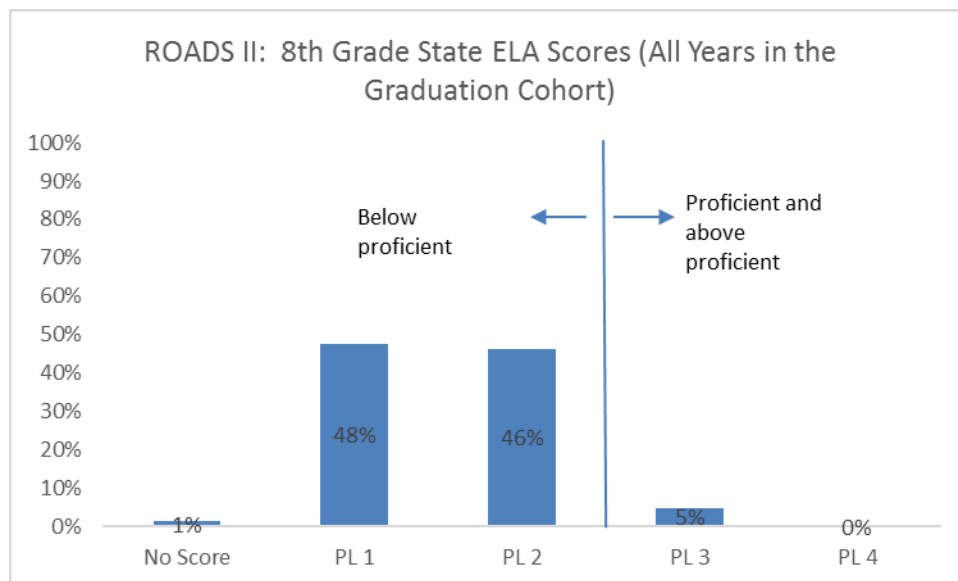
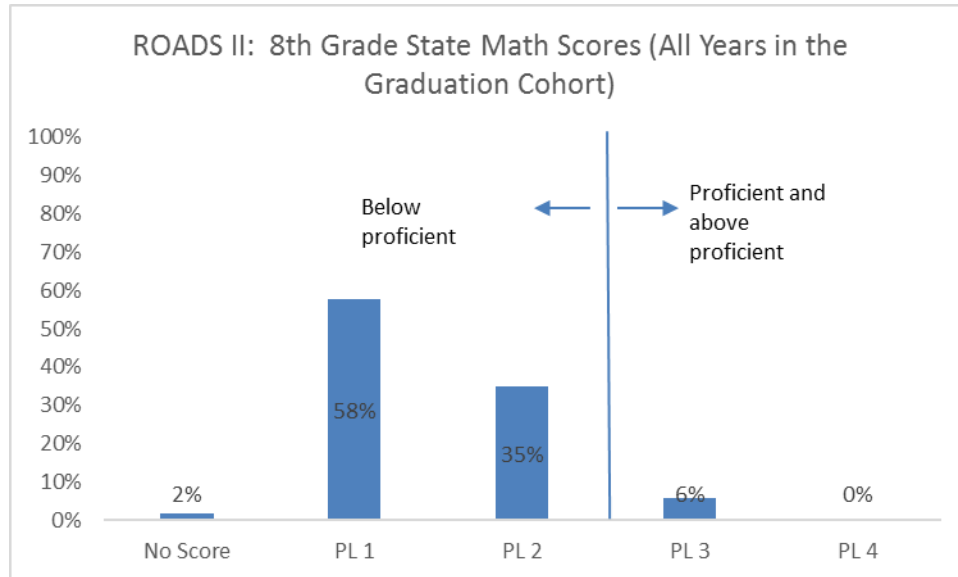
ROADS II students also have the lowest score on the 8th grade math (1.88) and the fourth lowest average score on the 8th grade ELA test (2.03) of any of the 58 transfer high schools in

² The most recent *Peer Transfer High School* data are from NYC DOE school quality reports and city-wide data for transfer high schools for 2014-15 (<http://schools.nyc.gov/Accountability/tools/report/default.htm>). The current IEP rate is 48 percent. The average rate for other transfer high schools is 23 percent.

³ Twenty-three percent of our current students are homeless.

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the city.⁴ Those tests are scored using a four-point scale---a student must attain a score of 3 in order to be considered proficient. The charts below indicate the level of ROADS II student performance on these tests.



Fifty-eight percent of ROADS II students received a level 1 score on their 8th grade math test and 48 percent received a level 1 score on their 8th grade ELA test. The majority of our students were not considered ready for high school work as they were “well below proficient” for the standards of their grade.

⁴ ROADS II’s sister school, ROADS I, has the second lowest average 8th grade math score for transfer high schools of 1.88. It has the third lowest average 8th grade ELA score (2.02).

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Our students enter ROADS II reading on average at a 5th grade level. It is not surprising that they attain far fewer credits in their first years than students at other peer transfer schools. They require extensive literacy remediation and as well as other important educational and socio-emotional supports before they are ready to master subject matter taught in a high school curriculum.

Our school is located in one of the most dangerous precincts in New York City. Twenty percent of our students are court involved. In any given month, between eight and ten ROADS II students are temporarily enrolled in involuntary youth justice and treatment programs. They cannot attend our school while in these programs, but we keep a spot open for when they can return. In addition to economic hardships and temporary homelessness, our students face many other major challenges and responsibilities. Last year, 29 students were teenage parents of young children.

Notwithstanding the obstacles that the vast majority of our students face, ROADS II has helped them experience success—both personally and academically. We are proud of our first two graduating classes and of the fact that we were able to more than triple the number of graduates this past year. Every graduate from the Class of 2016 plans to attend college or a work/trade or job training program this fall. We have refined our program based on lessons learned during our initial years and are now ready to increase the number of our graduates exponentially.

Our first six-year cohort's accomplishments this past year are impressive. Over 80 percent of the students scored proficient on the ELA and math Regents exams; 76 percent were proficient on the US History Regents exam; 70 percent scored proficient on the Science Regents exam and 69 percent obtained proficient scores on the Global History exam. ROADS II students' average proficiency rates surpass the proficiency rates of students in our peer transfer high schools in every Regents subject measured in the Accountability Plan.

Students with IEPs have made remarkable progress. In this year's 2010 cohort, 83% of the students with IEPs obtained proficient scores on the ELA and Math Regents exams, with 33% of them reaching the college and career ready standard on the math test. Sixty-six percent of the students with IEPs in the 2010 cohort scored proficient on the Science and US History Regents exams. Thirty-three percent of students with IEPs in the 2010 cohort scored proficient on the Global Regents exam.

Schoolwide, our special education students also have achieved notable results. Twenty-one percent of all students who received college and career readiness scores on the ELA Regents exam have IEPs and 43% of all students who received similar scores on the Math Regents exam are special education students. Fifty-one percent of all students who obtained proficient scores on the Science Regents exam have IEPs; 35 percent of students who obtained proficient scores on the US History Regents exam and 38 percent of those students who obtained proficient scores on the Global History exam have IEPs.

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Our succeeding six year cohorts are making good progress towards our Accountability Plan goals. Already, 79 percent of next year's cohort have obtained proficient scores on the math Regents test and 58 percent have obtained proficient scores on the ELA Regents test.

As we enter the last year of our initial charter, we are keenly focused on addressing the challenges that ROADS II has experienced during its nascent years. We have refined our model and are committed to delivering stronger and more consistent instruction and socio-emotional supports to our students. We piloted successful programs last spring that, when implemented school-wide, will help us improve student achievement. We also have learned important lessons from experiments that were not as successful. We have enhanced our model to assign a primary person to every student in the building to promote better student engagement and achievement. The same Advocate Counselor will work with students during their entire high school experience to provide continuity and consistency in discipline and socio-emotional support and help ensure their success. ACs will run small group meetings and meet individually with students to work on goal setting and discuss personal and academic challenges that arise. They will monitor attendance and help students obtain supports that they might require both in and out of school. ACs also will work with families and engage them in the process of supporting their students' success in school.

The Primary Person Model will provide the personalized support that so many of our students need in order to be successful in school. Together, ACs and their students will work on planning and problem-solving to help our students develop self-confidence and self-esteem to succeed in school and in their future careers. The School Leadership team will monitor important socio-emotional metrics gleaned through surveys as well as other objective student data and make any changes necessary during the year to ensure stronger results.

In addition to socio and economic challenges, our students also face serious academic obstacles. We have restructured our program to better target and support their needs with a particular emphasis on literacy development. This September, staff will administer the Star assessment to identify baseline skills and track student development for both literacy and math. This new program, which is aligned to state standards, will be administered at the beginning of each trimester and will provide immediate scoring and feedback for teachers to help them better monitor student progress and tailor their classroom instruction. Students will be grouped in three tiers based on their reading levels and teachers will provide scaffolded-learning opportunities to help build specific literacy skills in all subjects. We also are expanding a program of "pull out" instruction led by Reading Specialists for our lowest readers. This program was piloted last spring and fostered significant literacy gains in a very short period. This added layer of remediation will help build the necessary reading skills to ensure that all students can master classroom material.

ROADS II also has undertaken a school-wide revision of our standards-based outcome curriculum. Three seasoned former transfer high school principals and an experienced coach at ROADS Schools, Inc. will help ensure that ROADS' instructional team will have the necessary support to ensure strong and consistent classroom instruction. The standards-based Star

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assessment will provide timely and consistent information to help track student development in literacy and math.

New programs introduced this past year have been successful in helping our students become more committed to their education. Our goal is to not only build job readiness skills but also foster a better understanding of the connection between learning and our students' futures. Students made good gains in attendance and academic performance through participating in the Career Pathways program this past year. Career Pathways introduces job-ready skills in a credit bearing class which compensates students for part-time work during school. The program encourages attendance by requiring that students attend all of their courses in order to get paid. In addition to helping students focus on their success in school, the program also offers an alternative to drug involvement, gang affiliation and other negative life choices.

Job training classes offered through Career Pathways last year included a culinary program, where students learned management and cooking skills; graphic design, which offered certification courses in programs such as Adobe Illustrator; and a School-Based Enterprise program, which taught management skills through running the school store. The School also offered an Internship program, where students honed important office skills and developed insights into the teaching profession. Most of the participants struggled with bad behaviors and poor performance before applying to the program. The monetary incentives helped engage students and created an increase in attendance across the board. By expanding the program and strategically engaging students throughout the year, we saw an increase in the number of students that earned credits and attended school. Students who left the program exhibited the biggest drop in both attendance and credit accumulation. Students who joined the program in trimester 3 showed the biggest improvement in credit accumulation from trimester 2 to 3.

This upcoming year, ROADS II will be offering eight different Career Pathways classes, a substantial increase over the initial programs offered last year. Subjects that will be offered include Photography, Coding, Dance, Drumline, Music Production and Journalism. The success of this program is just one example of how, when given the proper supports, our students can experience success and become more committed to achieving their academic goals.

The ROADS II Board has adopted a new protocol to ensure that the School meets the goals set forth in the Accountability Plan. This summer, the Board adopted an Action Plan that includes interim targets for school goals that will be tracked by all stakeholders. For 2016-17, our main focus is literacy development. All students are expected to improve their reading skills from 1 to 1.5 years of growth as measured by the Star assessments: our goal is to ensure that at least 75 percent of students who start the school year reading at or below a 4th grade level improve their literacy by at least 1.5 grade levels; those students who are reading between a 4th and 7th grade level gain 1.25 years of growth; and those students who are reading above an 7th grade level gain at least 1 year of growth. These annual goals are broken down into targets expected each trimester so that the Board can monitor student progress as the year proceeds and mandate changes during the school year if the interim objectives are not met.

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The Action Plan addresses other important metrics such as attendance, discipline, credit attainment, Regents pass rates and graduation and breaks down goals into trimester deliverables to ensure that ROADS II is making progress towards our annual goals. We believe having shorter term goals for our students will keep them engaged and motivated to attain stronger long-term results. For example, Advocate Counselors will work individually with students to focus on improving their attendance rates ten percent each trimester so that we can reach our goal of 75% attendance rates for the year. Students' socio-emotional growth will also be surveyed and monitored on a trimester basis so that we can ensure that the necessary supports can be put in place quicker to help them succeed.

ROADS II also has designed a new performance-development/evaluation process for the Principal and school staff, which is aligned to the Annual Action Plan and will ensure that all staff –network and the School--are focused—and held accountable--for the same outcomes. The Star assessment and other objective metrics will provide reliable data to help monitor and evaluate our staff and programs.

ROADS II's staff professional learning and organizational growth plan focuses on an instructional area that has been identified as a priority based on an analysis of school-level, classroom, and teacher observation data collected from the previous year. For 2016-17 year, our plan will focus on literacy development and providing scaffolded instruction to support the needs of different learning styles. Two weeks were devoted to professional development before the start of school. New staff also attended an additional training on the School's core values and program. In addition, teachers spend 90 minutes four times a week devoted to common planning, reviewing and revising assessments.

As we prepare for the beginning of our fifth year, ROADS II is ready and prepared to support even stronger student achievement and results for our students. We are proud of the accomplishments of our first students and invigorated to continue to ensure even better results for those who follow in their footsteps.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13										138	N/A	N/A	N/A	138
2013-14										200	4	N/A	N/A	204
2014-15										165	40	19	3	227
2015-16										166	21	3	23	213

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their sixth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school and were enrolled on BEDS Day in October and on June 30th.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	(Sixth Year) Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Six Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2008-09	2008	N/A	N/A	N/A
2014-15	2009-10	2009	2	2	0
2015-16	2010-11	2010	18	2	16

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school

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after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ⁵ (b)	Graduation Cohort (a) + (b)
2013-14	2008-09	2008	N/A	N/A	N/A
2014-15	2009-10	2009	2	21	23
2015-16	2010-11	2010	5	56	61

⁵ 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

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Include the following section under the Accountability Plan English language arts goal.

GOAL 1: ENGLISH LANGUAGE ARTS

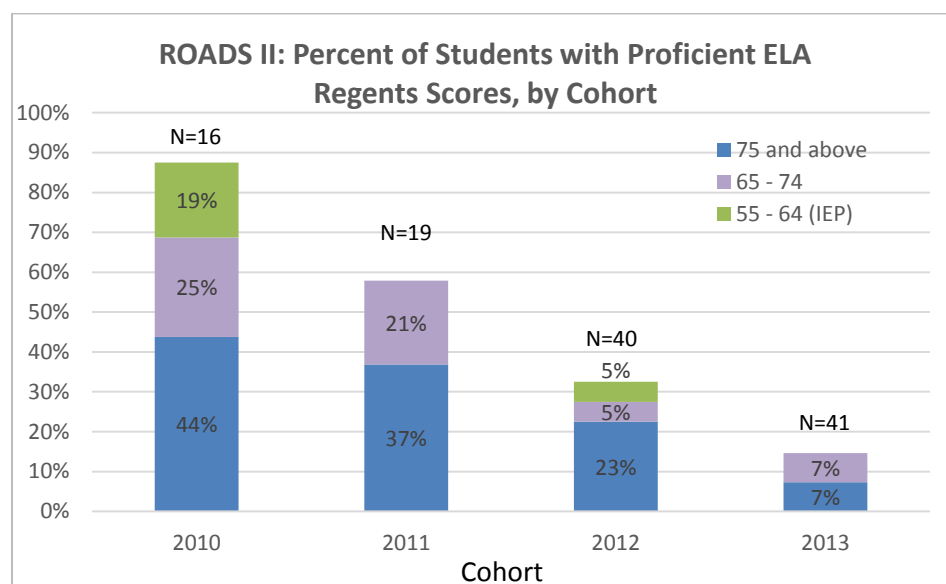
Goal 1: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their sixth year in the cohort.

METHOD

ROADS II administered the New York State Regents Comprehensive English and Common Core English exams that students must pass to graduate. The exams are scored 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 75 to meet the college and career readiness standard. Students with IEPs are considered proficient if they score at least 55 on either test. This measure examines the percent of the Accountability Cohort that meets the college and career ready standard on the exam. Students may take 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



The N's shown above are the number of students in the cohort with and without a ELA Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for ELA.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Passing Rate with a Score of 75
by Sixth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	16	44%
2011	19	37%
2012	40	23%

EVALUATION

The 2015-16 year was the first time that ROADS II had students in the 6 year (2010) high school cohort.

ROADS II has made great progress towards meeting this measure, with 44 percent of the high school accountability cohort obtaining the college and career readiness score of 75 or above on the ELA Regents test. When taking into consideration the “safety net” proficiency scores of students in this cohort with IEPs, the percent of proficient students nearly misses the 65 percent mark with 63 percent of the students obtaining proficient scores. When those students who scored above the 65 proficiency level are included, 81 percent of the students in the high school accountability cohort are proficient.

ADDITIONAL EVIDENCE

Five of the six students in the 2010 Cohort with IEPs received proficient scores, two meeting the college and career readiness target and the three others scoring within the “safety net” range of 55-64.

Data for other cohorts reflects steady progress towards meeting this measure. Already, 58 percent of the 2011 cohort has obtained proficient scores, 37 percent meeting the college and career readiness measure. Two students in the 2011 cohort with IEPs have received proficient scores—one of them reaching the college and career readiness standard.

ROADS II’s special education students have strong results. Of note, 21 percent of all of ROADS II students who obtained a score of 75 or above have IEPs; 31 percent of those who scored within the 65-74 range also have IEPs. Thirty-two percent of all ROADS II students who received proficient scores at ROADS II have IEPs.

The above results are noteworthy when taking into consideration that students start our program reading on average at a 5th grade level. As shown in the charts in the Introduction, 94 percent of our students scored either a level 1 or 2 on the 8th grade ELA exam. In addition to having one of the highest percentages of special education students (and the highest percentage of students in restrictive settings), ROADS II also has the fourth lowest average student score on the 8th grade ELA test (2.03) of any transfer high school in the city.⁷

⁶ Based on the highest score for each student on the English Regents exam

⁷ See *Peer Transfer High School data are from NYC DOE school quality reports and city-wide data for transfer high schools for 2014-15* (<http://schools.nyc.gov/Accountability/tools/report/default.htm>).

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	4%	46	7%	40	23%
2013	44	0%	48	0%	41	7%
2014			25	0%	42	5%
2015					46	2%

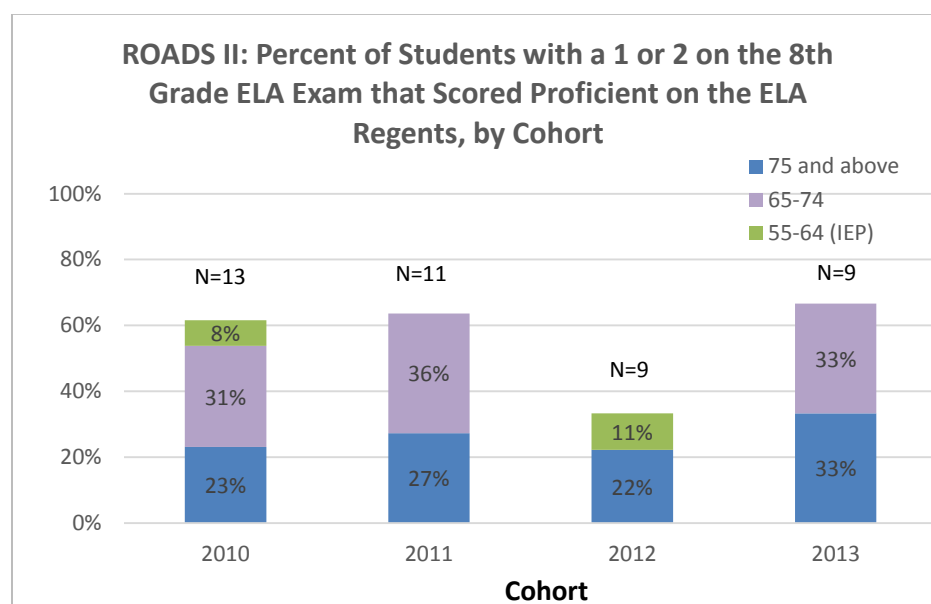
Goal 1: Absolute Measure

(S) 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 readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 (*i.e.*, received a performance level score 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). Students with IEPs can meet the requirement for graduation with a score of at least 55 on either test.

RESULTS



The N's shown above are all students with 8th grade scores of 1 or 2, both with and without Regents scores in ELA. The percent of students who scored below proficiency on the Regents test or do not

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

have scores is not shown.

English Regents Passing Rate with a Score of 75 among Students
Who Were Not Proficient in the 8th Grade by Sixth Year Accountability Cohort ⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	13	23%
2011	11	27%
2012	9	22%

EVALUATION

ROADS II missed the measure, with 23 percent of students in the 2010 cohort who received scores of 1 or 2 on the 8th grade ELA test scoring at or above 75 on the ELA Regents, and an additional 8 percent scoring the “safety net” score allowed for special education students. When taking into consideration the additional 31 percent of the cohort who obtained a proficient score between 65-74, the 2010 cohort has a 62 percent proficiency rate for the ELA Regents exam.

ADDITIONAL EVIDENCE

Of note is the progress of students with IEPs in the 2010 cohort. A third of those scoring at the college and career readiness level in the cohort have an IEP. Twenty-five percent of all of the students who scored 1 or 2 on the 8th grade test and received a proficient score on the ELA Regents test have IEPs.

The trend in progress of subsequent cohorts meeting this measure is positive. Already, 63 percent of the 2011 cohort has received a proficient score on the ELA Regents. Fourteen percent of those students who received a proficient score have IEPs. Twenty-nine percent of students with proficient scores school wide have IEPs.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) 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/irs/accountability/amos/documents/EAMOsforAYPDeterminationBasedon2015-16Results.pdf>.

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

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The AMO continues to be SED's 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 English language arts AMO of 174 for 2015-16. Last year the AMO was 170.

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 exam in Comprehensive English is 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. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

ROADS II ELA			Percent of Students at Each Performance Level				Account. Perf. Level
Year	Cohort	N	Level 1	Level 2	Level 3	Level 4	
FY14-15	No students in six year cohort; not reported in FY14-15						
FY15-16	2010	16	42%	26%	21%	11%	89
	2011	19	73%	13%	13%	3%	43
	2012	40	85%	7%	5%	2%	22
	2013	41	95%	2%	2%	0%	7

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
16	42%	26%	21%	11%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 26 & + & 21 & + & 11 & = & 58 \\
 & & & & 21 & + & 11 & = & 32 \\
 & & & & & & \text{APL} & = & 90
 \end{array}$$

EVALUATION

ROADS II's 2010 cohort made progress towards the 2015-16 AMO of 174. There was no data to report last year as no students were in their sixth year of high school.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

ADDITIONAL EVIDENCE

The subsequent cohorts also are making steady progress towards the AMO.

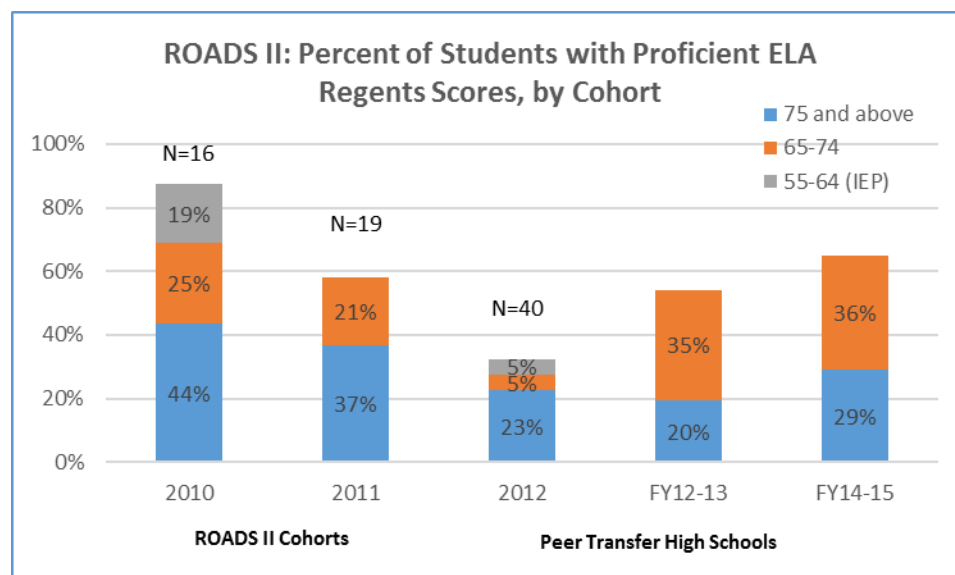
Goal 1: Comparative Measure

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

METHOD

The school compares the performance of students in the school's sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results. The peer schools are defined by the 2012-13 DOE Report Card and data has been updated using data weighted by enrollment from the 2014-15 DOE Quality Report.

RESULTS



The N's shown above (on the left hand side of each chart) are the number of students in the cohort, both with and without ELA Regents scores. The percent of students who scored below proficiency or did not have an ELA Regents score is not shown.

English Regents Passing Rate with a Score of 75
of Sixth-Year Accountability Cohorts by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent	Cohort	Percent	Cohort Size

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	Passing	Size	Passing	
2010	44%	16	20%	N/A
2011	37%	19	20%	N/A
2012	23%	40	20%	N/A

EVALUATION

ROADS II met this measure for the 2010 cohort. Forty-four percent of ROADS students scored at the college and career readiness mark whereas only 29 percent of students at its peer transfer high schools met that measure for the most recent year that data is available. An additional 19% of ROADS II students with IEPs were able to obtain “safety net” proficiency scores bringing the proficiency rate for the 2010 cohort to 80 percent, compared with a 65 percent proficiency rate for peer high schools in 2014-15.

ADDITIONAL EVIDENCE

ROADS II’s progress is impressive in light of the more challenging circumstances of our students—many of whom have historically struggled to find success in school and were not prepared for high school work.

Upcoming cohorts have thus far obtained strong results. Already the 2011 cohort has exceeded the most available data on college and career readiness average scores of peer high schools. The 2012 cohort has made steady gains towards meeting this measure, particularly with respect to the college and career readiness target—already matching the 2012-13 average percentage of our peer schools.

Goal 1: Growth Measure

Each year, the group of students at ROADS II 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 in SY 2012-13 and 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS II 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 II has made towards improving students’ reading comprehension skills, particularly for the cohorts that perform below the national average for 9th grade students.

In SY 2014-15 and 2015-16 ROADS II instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS II students to a nationally representative sample. The SY 2013-14

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

average score was calculated using each student's percentile score. The SY 2014-15 NCE scores were provided directly from Scantron.

RESULTS

ROADS II	N	Average YR1	Average YR2	Target	Target Met
NWEA Reading (FY1213 to FY1314)	44	16	23	33	No
NWEA Reading (FY1314 to FY1415)	29	23	35	37	No
Scantron Reading (FY1415 to FY1516)	27	27	26	39	No

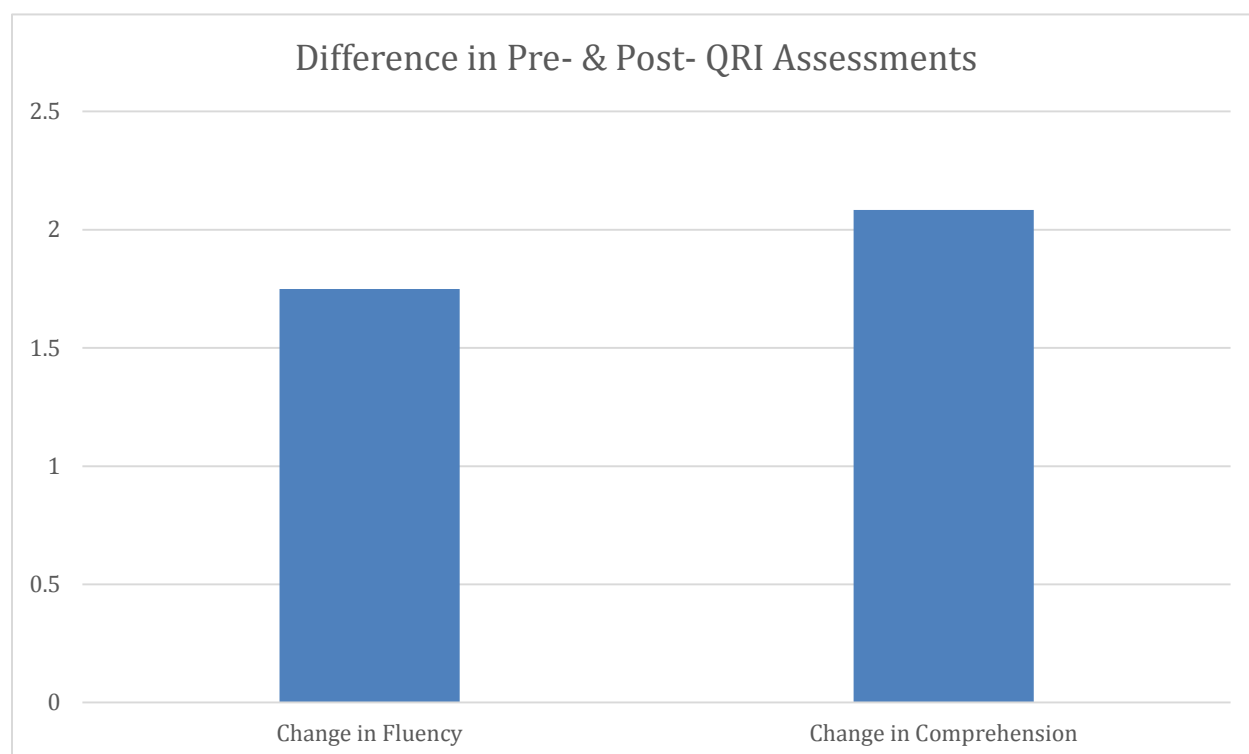
EVALUATION

ROADS II did not meet the measure. Implementing the Scantron has been incredibly challenging. Our students are easily frustrated with the length of the test and have had difficulty completing it. Because we have not successfully obtained sufficient data from this test, ROADS II has replaced it with the Star Assessment starting this fall. The Star assessment takes 30 minutes to administer and provides immediate results, including an item analysis to better help teachers inform their instruction and group students for learning. Students will be administered the test at the beginning of each trimester. Thus, the School will have much more complete information about student growth for analysis during the school year as well as sufficient longitudinal data.

ADDITIONAL EVIDENCE

ROADS II administered the Qualitative Reading Inventory (QRI) assessment to track the success of a special "pull out" session led by a Reading Specialist. The QRI assessed fluency and reading comprehension for a small group of students with high literacy needs. The improvement between the baseline and end line for each student averaged 1.75 grade levels in fluency and 2.1 grade levels in reading comprehension. The chart below indicates the growth achieved by the participating students.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS



We plan to expand this program in 2016-17 and ensure the consistency of assessing student levels with the Star assessment.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁹

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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 Met
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 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.	Not Met
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the	Met

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	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.	
Growth	Each year, the group of students at ROADS II 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.	Not Met

ACTION PLAN

ROADS II has a renewed focus on developing literacy skills for our students. This fall we will implement a three-tiered approach that provides the necessary supports to enable students to learn subject matter while they improve their literacy skills. Students will be assessed upon entry to the school and designated in one of three literacy tiers. Students who read below a 4th grade level will receive the most intensive supports, including small “pull out” sessions led by a Reading Specialist who will implement Wilson to focus on phonics and fluency. Students who are assessed as reading between a 4th and 7th grade level will be supported by “push in” support of a Reading Specialist in Integrated Co-Teaching (ICT) classrooms that pair a special education teacher “co-teaching” with a content-specialty teacher.

We will continue to hone our special education services for our students to ensure appropriate class placements. We are focusing our professional learning plan for teachers—especially our ELA and SPED teachers—on strategies, including scaffolding learning and the implementation of the Wilson reading program.

In addition to implementing the new Star assessment program to help support better instruction and curriculum development, ROADS II has re-designed its curriculum framework and developed new student outcomes that are aligned to the State standards. New term assessments also have been created and aligned to the student outcomes and the Regents tests. Teachers will continue this work and revise outcomes throughout the year based on assessments and real-time in-class data. All curriculum work is guided by the priorities set forth in the Board’s Annual Action Plan which is specifically focused on literacy outcomes for the 2016-17 school term.

GOAL 2: MATHEMATICS

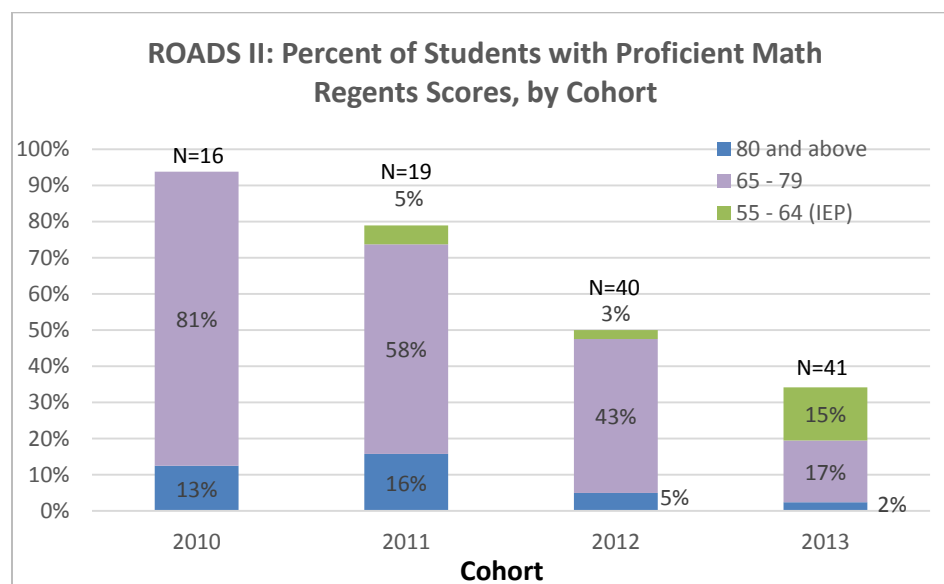
Goal 2: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their sixth year in the cohort.

METHOD

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard. 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. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS



The N's shown above are the number of students in the cohort with and without Math Regents scores. Not shown is the percent of students who scored below proficiency or who do not have Math Regents scores.

Mathematics Regents Passing Rate with a Score of 80
by Sixth Year Accountability Cohort¹⁰

¹⁰ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	16	13%
2011	19	16%
2012	40	5%

EVALUATION

Although ROADS II did not meet the measure of 65 percent of the 2010 cohort reaching the college and career standard of scoring at least an 80 on the Regents Math exams, over 90 percent of the students in the cohort received proficient scores.

ADDITIONAL EVIDENCE

Eighty-three percent of those students with IEPs in the 2010 cohort earned proficient scores of at least 65 on the Math Regents exam.

These results reflect great progress, particularly in light of the skill level that our students have when they are admitted to our program. As discussed above in the Introduction, 93 percent of our students start at ROADS II with level 1 or 2 scores on the 8th grade math exam. ROADS II students have the lowest average scores on the 8th grade math (1.85) of any of transfer high school in the city. Most of our students have a level 1 score on that test. A level 1 score denotes students are “well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered insufficient for the expectations at this grade.” Thus, there is a lot of catching up to do in order to score at a college and career readiness level on the Math Regents test.

Next year’s 2011 cohort already has outperformed this year’s six-year cohort with 79 percent obtaining a proficient score (including five percent who scored within the “safety net” range of 55-64).

Our special education students have made significant gains. Both students who reached the college and career readiness target in the 2010 cohort both have IEPs. Forty-three percent of all ROADS II students with proficient scores on the Math Regents test have IEPs; 58 percent of those students scored higher than 65 on the test (with 10 percent of them reaching the college and career readiness target).

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	2%	46	4%	40	5%
2013	44	2%	48	2%	41	2%
2014			25	0%	42	0%
2015					46	0%

HIGH SCHOOL GOALS: MATHEMATICS

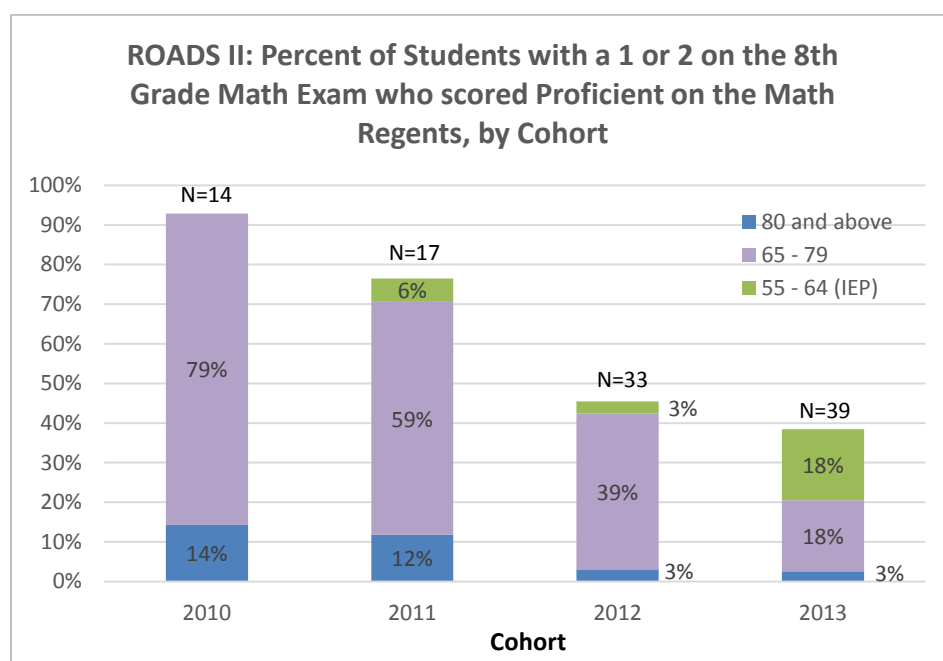
Goal 2: Absolute Measure

(S) Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam 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 demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade (e.g. those who received a performance level 1 or 2) to meet the mathematics requirement for the college and career readiness standard (passing the exam with an 80 or higher).

RESULTS



The N's shown above are all students with 8th grade scores of 1 or 2, both with and without Regents scores in math. The percent of students who scored below proficiency on the Regents test or do have scores is not shown.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Sixth Year Accountability Cohort ¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
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¹¹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

2010	14	14%
2011	17	12%
2012	33	3%

EVALUATION

Like Absolute Measure 2(a), the first six-year cohort did not meet this measure. When the 2010 cohort's proficient scores above 65 are taken into account, however, 64 percent of the cohort was proficient on the Regents—exceeding the 50 percent requirement.

ADDITIONAL EVIDENCE

Both students who met the college and career readiness target in the 2010 cohort have IEPs. Three additional students in this cohort who scored between 65-79 also have IEPs.

Notwithstanding the challenges that our students face, already 75 percent of next year's six-year cohort who scored a level 1 or 2 on the 8th grade math test have obtained proficient scores on the Math Regents exam. Of note is the progress made by those students with IEPs in this measure. Forty-two percent of all students who scored proficient on the math Regents test have IEPs.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") 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's new 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/irs/accountability/amos/documents/EAMOsforAYPDeterminationBasedon2015-16Results.pdf>. The AMO continues to be SED's 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 mathematics AMO of 163 for 2014-15 and 159 for 2015-16.

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. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

HIGH SCHOOL GOALS: MATHEMATICS

RESULTS

ROADS II Math			Percent of Students at Each Performance Level				Account. Perf. Level
Year	Cohort	N	Level 1	Level 2	Level 3	Level 4	
FY14-15	No students in 6 year cohort; not reported in FY14-15						
FY15-16	2010	16	6%	81%	13%	0%	106
	2011	19	26%	58%	16%	0%	89
	2012	40	53%	43%	5%	0%	53
	2013	41	80%	17%	2%	0%	22

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
16	6%	81%	13%	0%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 81 & + & 13 & + & 0 & = & 94 \\
 & & & & 13 & + & 0 & = & 113 \\
 & & & & & & \text{APL} & = & 107
 \end{array}$$

EVALUATION

ROADS's 2010 cohort is making progress towards the AMO of 159.

ADDITIONAL EVIDENCE

Subsequent cohorts also are making progress towards the AMO.

Goal 2: Comparative Measure

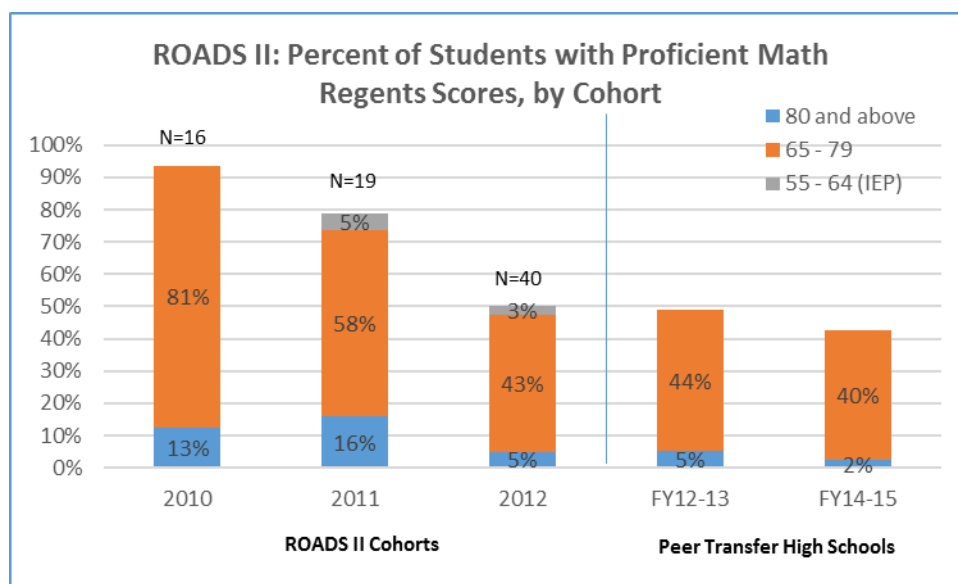
Each year, the percent to students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability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

HIGH SCHOOL GOALS: MATHEMATICS

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. The most recent NYC DOE 6-year cohort data for peer transfer high schools is provided in the 2014-15 Quality Reports. ROADS used the peer group from its 2012-13 DOE Report Card and updated the student data from the 2014-15 Quality Reports. The DOE did not provide 2013-14 data.

RESULTS



The N's shown above are the number of students in the cohort with and without Math Regents scores. Not shown is the percent of students who scored below proficiency or did not have Math Regents scores.

Mathematics Regents Passing Rate with a Score of 80 of Sixth-Year Accountability Cohorts by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	13%	16	5%	N/A
2011	16%	19	5%	N/A
2012	5%	40	5%	N/A

HIGH SCHOOL GOALS: MATHEMATICS

EVALUATION

ROADS II met this measure, with 13 percent of the 2010 cohort meeting or exceeding the college and career readiness target whereas peer high schools only averaged a 2 percent rate meeting the target.

ADDITIONAL EVIDENCE

Our students are admitted to ROADS II with the lowest average score on the 8th grade math exam of all 58 transfer high schools, yet, based on the most up-to-date DOE data, we are able to help them become proficient on the Math Regents test at over twice the rate of our peers.

The 2011 cohort has made even better progress in terms of reaching college and career readiness on this exam than our current cohort. Already 79 percent of these students have obtained proficient scores, compared to 42 percent of our peer schools. These results are even more impressive in light of the additional challenges facing our students.

Goal 1: Growth Measure

Each year, the group of students at ROADS II 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 have 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 in SY 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS II 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 II has made towards improving students' mathematics skills, particularly for the cohorts that perform below the national average for 9th grade students.

In SY 2014-15 ROADS II instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS II students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 NCE scores were provided directly from Scantron.

RESULTS

ROADS II	N	Average YR1	Average YR2	Target	Target Met
NWEA Math (FY1213 to FY1314)	49	11	20	31	No
NWEA Math (FY1314 to FY1415)	8	4	23	27	No
Scantron Algebra (FY1415 to FY1516)	3	46	31	48	No

HIGH SCHOOL GOALS: MATHEMATICS

EVALUATION

ROADS II did not meet this measure.

ADDITIONAL EVIDENCE

Implementing the Scantron has been incredibly challenging because our students become frustrated easily and have difficulty completing the test. Because of the lack of data that we have been able to collect, the School has replaced Scantron with the Star Assessment starting this fall. The Star assessment takes 30 minutes to administer and provides immediate results, including item analysis to better help teachers inform their instruction and group students for learning. Students will be administered the test at the beginning of each trimester and the School should have much more complete information about student growth for analysis during the school year and to assess longitudinal growth.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹²

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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 the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort.	Not Met
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 8th grade English language arts exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents Comprehensive English exam) by the completion of their sixth year in the cohort.	Not Met
Absolute	Each year, the Accountability Performance Level (APL) 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 Met
Comparative	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 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.	Met
Growth	Each year, the group of students in at ROADS who have taken a norm-referenced Mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE	Not Met

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

Although our results indicate that our students are making good progress, we need to do more to ensure that they can reach the college and career readiness target. As discussed under Goal 2(d), ROADS II results are not unlike other Peer Transfer High Schools with respect to college and career readiness attainment. However, we are focused on trying to better support our students to reach these goals.

ROADS II's approach to math instruction in 2016-17 will be similar to our approach to literacy. The majority of math classes will be taught in the ICT model. Based on Star math assessments at the beginning of each trimester, students will be grouped into three tiers depending upon their level of mastery in the subject. Those students in Tier 3 whose skills are below a 4th grade level will receive additional support focused on foundational skills practice. Students in Tier 2 who are reading between a 4th and 7th grade level will receive instruction through a Guided Math workshop approach, where small groups will practice focused skills. Tier 1 students will work independently on math practice tasks working at their own pace. Teachers will use the Star assessment which will be administered at the beginning of each term to track student progress and differentiate their instruction in the classroom. The differentiated approach will allow more data directed specific interventions daily.

GOAL 3: SCIENCE

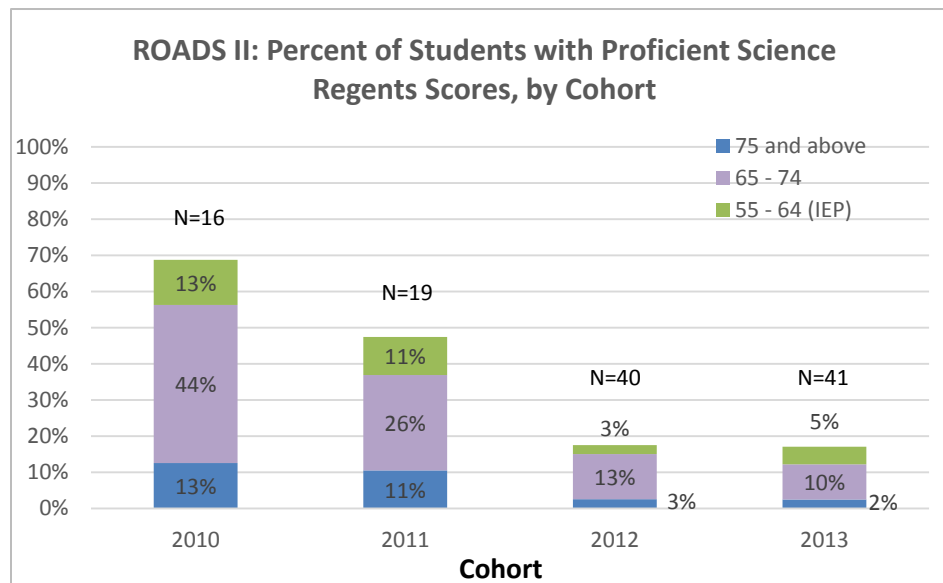
Goal 3: Absolute Measure

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 Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Earth Science for the first time in SY 2014-15. 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. Once students pass an exam, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS



The n's shown above are the number of students in the cohort with and a without a science Regents scores. Not shown is the percent of students who scored below proficiency or do not have a score for science.

Science Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort¹³

Cohort	Number in	Percent
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¹³ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

Designation	Cohort	Passing with a score of 65
2010	16	57%
2011	19	37%
2012	40	16%

EVALUATION

ROADS II nearly met this measure: 70 percent of the 2010 cohort obtained proficient scores on this test.

ADDITIONAL EVIDENCE

ROADS II special education students have made great progress. Sixty-seven percent of students with IEPs in the 2010 cohort were proficient on this exam. School-wide, 51 percent of students who were proficient on this exam had IEPs.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	0%	48	2%	40	16%
2013	44	0%	48	2%	41	12%
2014			25	0%	42	5%
2015					46	4%

Goal 3: Comparative Measure

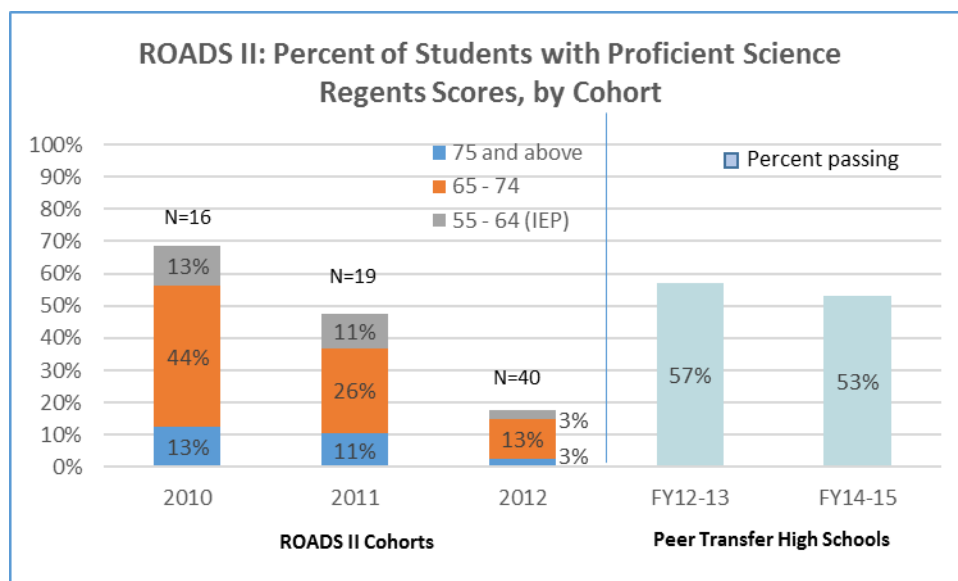
Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

METHOD

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

HIGH SCHOOL GOALS: SCIENCE

RESULTS



The N's shown above are the number of students in the cohort with and without a science Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for science.

Science Regents Passing Rate of the High School Total Cohort by Charter School and Peer Transfer High School

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	57%	16	57%	N/A
2011	37%	19	57%	N/A
2012	16%	40	57%	N/A

EVALUATION

ROADS II met this measure with 70 percent of the 2010 cohort obtaining proficient scores, compared to the most recent rate of 53 percent for peer high school students.

ADDITIONAL EVIDENCE

Student progress in peer schools has actually dropped during the charter period. ROADS II students are showing good progress with already 48 percent of students in the 2011 cohort obtaining proficient scores on the exam.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

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

ACTION PLAN

Although ROADS II has shown good progress, we know that our students can achieve even stronger results.

Our science curricula prepare students for success in high school, college, and beyond. The courses are aligned to common core standards and, when applicable, the Regents exams. Our Regents courses include lab components, which require the application of content and therefore deepen students' understanding of the material. Beyond our courses that prepare students for the Regents, we also offer courses such as Forensics and Anatomy. As with all of our courses, there is a focus on discussion and questioning—structures we use to push the rigor and promote higher-order thinking. Additionally, we use stations as both a means to engage students and differentiate instruction. Students are grouped in stations based on data that is collected from weekly assessments, midterms, and finals. Student grades are mastery-based, as determined by their mastery of the ten outcomes in each trimester-long course.

A benchmark assessment will be given to students at the beginning of the course to gauge student understanding of the core concepts. Students will be administered an assessment at the midpoint of the course to determine growth and at the end of the trimester. Most classes are taught in the Integrated Collaborative Teaching (ICT) model, with a special education and general education teacher working together to identify students who need additional supports. Students will work independently and in small groups to expand their experiential learning in labs and projects. This preparation will provide students with varied ways to show mastery of the course outcomes.

While most of the science class will be devoted to content and fulfilling lab requirements, students also will receive literacy supports while working in smaller facilitated stations. Teachers will focus on developing cross-curricular literacy skills when students conduct text-based research and write up their lab reports. Students will be provided practice in decoding and analyzing non-fiction texts in preparation for the Regents exam. Short and long answer questions for the Science Regents exam will be taught in a format that will provide students a context and guide to counter test anxiety. Students that are in our Tier 3, or high-risk readers, will receive support through either a “push-in” or “pull-out” model led by a literacy specialist at their teacher’s request, and supported in a specific “scientific-text-specific” guided reading group for a portion of the period.

GOAL 4: SOCIAL STUDIES

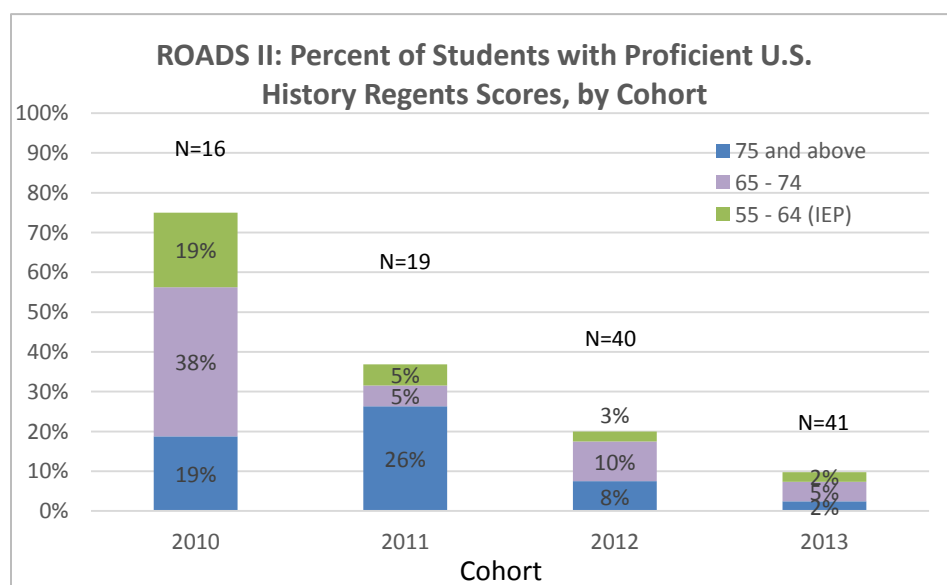
Goal 4: Absolute Measure

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



The N's shown above are the number of students in the cohort with and a without a US History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for US History.

U.S. History Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort¹⁴

Cohort	Number in	Percent
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¹⁴ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

Designation	Cohort	Passing with a score of 65
2010	16	57%
2011	19	31%
2012	40	18%

EVALUATION

ROADS II met the measure when taking into consideration the “safety net” scores of students in the cohort with IEPs. Seventy-six percent of the 2010 cohort obtained proficient scores on the test.

ADDITIONAL EVIDENCE

ROADS II administered the U.S. History Regents exam for the first time in SY 2014-15. Typically, students take the US History Regents exam later in their high school experience. Already nearly 40 percent of the 2011 cohort have obtained proficient scores on this test. Proceeding cohorts also show progress towards meeting proficiency. Thirty-five percent of all ROADS II students who have scored proficient on this exam have IEPs. Twenty-five percent of those IEP students received scores of 75 or higher.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	0%	46	7%	40	18%
2013	44	0%	48	0%	41	7%
2014			25	0%	42	5%
2015					46	0%

Goal 4: Comparative Measure

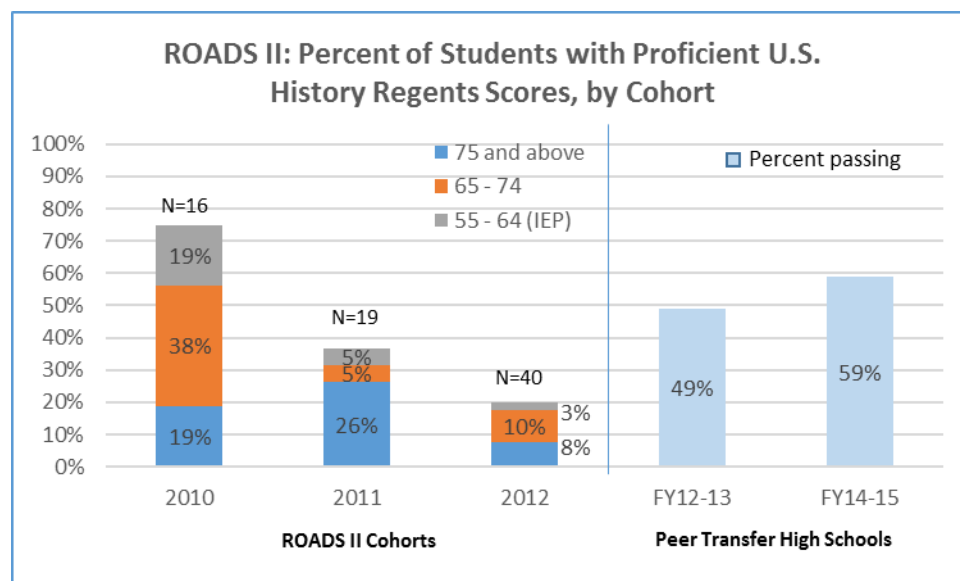
Each year, the percent of students in the high school Accountability Cohort passing a Regents US History exam with a score of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

METHOD

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

HIGH SCHOOL GOALS: SOCIAL STUDIES

RESULTS



The N's shown above (on the left hand side of each chart) are the number of students in the cohort, both with and without US History Regents scores. The percent of students who scored below proficiency or did not have an US History Regents score is not shown.

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

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	57%	16	49%	N/A
2011	31%	19	49%	N/A
2012	18%	40	49%	N/A

EVALUATION

ROADS II met this measure when taking into consideration the “safety net” scores of some students with IEPs. Over 70 percent of the 2010 cohort was proficient on the exam, compared to the most recent average proficiency rate of 59 percent for peer transfer schools.

ADDITIONAL EVIDENCE

Although typically students take this test later in high school, upcoming cohorts have made good progress in passing the test. Already nearly 40 percent of next year’s six-year cohort have received proficient scores, an increase from 11 percent in 2014-15.

Goal 4: Absolute Measure

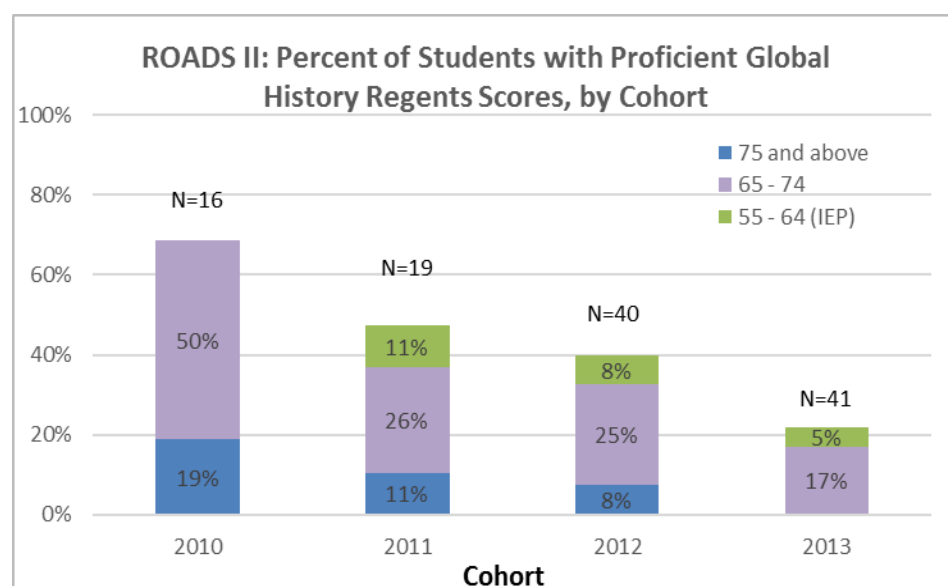
HIGH SCHOOL GOALS: SOCIAL STUDIES

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



The N's shown above are the number of students in the cohort with and without Global History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for Global History.

Global History Regents Passing Rate with a Score of 65
by Sixth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	16	69%
2011	19	37%
2012	40	33%

¹⁵ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

EVALUATION

ROADS II just missed this measure, with 69% of students meeting the target proficiency scores. Eleven of the 16 students in the 2010 cohort met the measure, with three obtaining scores at or above 75. Twenty-five percent of the students who scored within the 65-74 range have IEPs.

ADDITIONAL EVIDENCE

ROADS II's subsequent cohorts are making steady progress towards meeting with goal. Already 48 percent of next year's 2011 cohort have received proficient scores on this exam. The 2012 cohort also has strong results: 42 percent of those students are proficient. Last year was the first time ROADS II administered this exam. We have increased the number of students with scores of 75 or above by 150 percent from last year.

Students with IEPs have strong results. Thirty-eight percent of all ROADS II students with proficient scores have IEPs.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	0%	46	17%	40	33%
2013	44	0%	48	6%	41	17%
2014			25	4%	42	5%
2015					46	7%

Goal 4: Comparative Measure

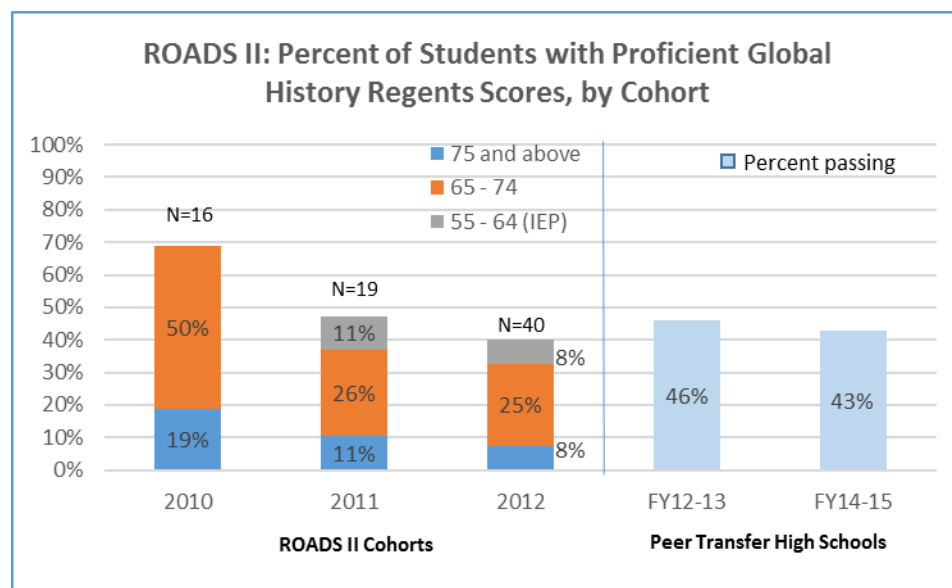
Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

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 exams through the summer of their sixth year, the school presents most recently available peer transfer high school results.

HIGH SCHOOL GOALS: SOCIAL STUDIES

RESULTS



The N's shown above (on the left hand side of each chart) are the number of students in the cohort, both with and without Global History Regents scores. The percent of students who scored below proficiency or did not have a Global History Regents score is not shown.

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

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	69%	16	46%	N/A
2011	37%	19	46%	N/A
2012	33%	40	46%	N/A

EVALUATION

ROADS II met this measure with 69 percent of the 2010 cohort receiving proficient scores on the Global History Regents exam, compared with 43 percent of students in peer schools obtaining similar scores.

ADDITIONAL EVIDENCE

Whereas students in peer schools' proficiency rates have actually decreased during the period of our charter, ROADS II student proficiency rates show continued growth. Already next year's 2011 cohort has met the proficiency rates of students at peer schools for 2014-15. The 2012 cohort has practically met the same rate.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

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

ACTION PLAN

ROADS II students' results on the History Regents exams are impressive in light of the literacy remediation that so many of them require.

Our social studies curricula prepare students for success in high school, college, and beyond. The courses are aligned to common core standards and, when applicable, the Regents exams. Beyond our courses that prepare students for the Regents, we also offer courses such as Economics, Government, Civics, and a course on Darwin, Marx, and Freud. As with all of our courses, there is a focus on discussion and questioning—structures we use to push the rigor and promote higher-order thinking. Additionally, we use stations as both a means to engage students and differentiate instruction. Students are grouped in stations based on data that is collected from weekly assessments, midterms, and finals. Student grades are mastery-based, as determined by their mastery of the ten outcomes in each trimester-long course.

Tier 3 students will receive additional literacy support (push-in or pull-out) by a reading specialist at their teacher's request, and may be scheduled into a specific "historical-text-specific" guided reading group for a portion of the period.

NCLB

Goal 4: NCLB

Write the school's Accountability Plan NCLB goal here.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status 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 school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

According to ESEA Accountability Designation Reports available here:

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

ROADS II Charter School was in Good Standing for 2015-16.

EVALUATION

ROADS II has met this measure throughout its charter period through 2015-16.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 5: HIGH SCHOOL GRADUATION

Goal 5: 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 for each year. 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 are excluded from analysis.

PROMOTION REQUIREMENTS

As the ROADS model is specifically designed to meet the needs of disconnected youth, we strive to create and maintain a supportive personalized environment where every student feels the connection and encouragement to learn from caring adults. ROADS also focuses on providing an engaging curriculum that will help our students better understand the world of work and develop key skills that will enable them to enjoy success in their intended careers.

The ROADS model is designed to be individualized and create a self-paced learning community that combines various modalities and takes into account a variety of different strategies and learning styles; therefore, by its nature and model, ROADS is innately well situated to retain and graduate students from all backgrounds, including students with disabilities, ELL students, and students who qualify for free and reduced-price lunch.

As with all high schools, ROADS students are required to earn 44 academic credits and pass five Regents in order to graduate. Where our promotion policy differs is that we focus on individual student mastery and progression rather than cohort matriculation. Therefore, we are ungraded and our students have the opportunity to earn upwards of sixteen credits per academic year. All of our classes are designed to offer students ten outcomes. Students are required to master seven outcomes in order to be awarded credit. Furthermore, we have multiple graduation dates throughout the year in order to accommodate any student who completes the requisite credits and Regent exams at a time outside of the tradition June graduation.

Required Course Completion	
Subject	Credits
<u>English</u>	<u>8</u>
<u>Social Studies</u>	<u>8</u>
ü <i>Global History</i>	4
ü <i>U.S. History</i>	2

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ü Economics	1
ü Government	1
Science	6
ü Life Science	2
ü Physical Science	2
ü Life Science or Physical Science	2
Mathematics	6
ü Algebra (2 credits)	4
ü Geometry (2 Advanced Math credits)	2
ü Additional Math Credits (2 Advanced Math or Algebra)	2
Languages Other Than English	2
Visual Art, Music, Dance, and/or Theater	2
Physical Education (Students must be enrolled in gym each quarter they are enrolled in school)	4 (8x for .5 credit)
Health Education	1
Electives (Based on Engagement Pathway Selection)	7
Total	44
(4 + 1) Regents Option	
Comprehensive English (#1)	
Mathematics (#2)	
Social Studies (#3)	
Science (#4)	
And	
the +1 option or a 2nd test in (1):	
Math, Social Studies, Science or CTE (Career Technical Education)	

RESULTS

ROADS II	Total Number of Students*	% of students with Attendance 80% and above	% of students with Attendance 75% and above	% of students with Attendance 65% and above	% of students with Attendance 55% and above
FY1213	164	16%	24%	37%	48%
FY1314	224	15%	21%	33%	50%
FY1415	257	16%	20%	30%	42%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

FY1516	255	17%	24%	33%	41%
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Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent Advancing to Next Credit Tier
2012	56	28%
2013	57	26%
2014	85	18%
2015	69	5%

EVALUATION

This measure was not met.

ADDITIONAL EVIDENCE

Although only 24 percent of the Graduation cohort have an attendance rate of at least 75%, 17 percent have an attendance rate of 80% or more.

Goal 5: 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 percent of students in each cohort have passed at least two Regents exams by their third year in the cohort. In August of 2014, the 2011 cohort completed its third year. In August of 2015, the 2012 cohort completed its third year. In August of 2016, the 2013 cohort will complete its third year.

RESULTS

ROADS II

YR3 Cohort	School Year	Number in Cohort	Passed at least two Regents		Passed at least one Regents	
			N	%	N	%
2011	FY13-14	63	4	6%	17	27%
2012	FY14-15	101	9	9%	18	18%
2013	FY15-16	90	8	9%	16	18%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in their Third Year Passing Two Regents Exams by Cohort

Year Three Cohort	Number in Cohort	Percent Passing Two Regents
2012	101	9%
2013	90	9%
2014	N/A	N/A

EVALUATION

ROADS II did not meet this goal.

ADDITIONAL EVIDENCE

The school has made progress in its third year, increasing the percentage of students in the Graduation Cohort to pass at least two regents to 9 percent in 2014-15 and 2015-16. As previously discussed, our students start at ROADS II with much more significant academic needs than most high school students, therefore, it takes them longer to catch up so they have the necessary skills to successfully pass Regents subjects and exams.

Goal 5: 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 2009 and 2010 cohorts 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

ROADS II

Cohort	Graduates	Graduation Cohort	% Graduated
2010	13	61	21%
2011	8	70	11%
2012	7	111	6%
2013	4	90	4%
Total	32	332	10%

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

Cohort	Number in	Percent
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HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Designation	Cohort	Graduating
2010	61	21%
2011	70	11%
2012	111	6%

EVALUATION

This measure was not met.

ADDITIONAL EVIDENCE

ROADS II has made progress towards our goal with 21 percent of the Graduation Cohort meeting the measure. Thus far ROADS II has 32 graduates, 13 of whom graduated early.

Goal 5: Comparative Measure

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

METHOD

ROADS II 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 II's student population. They are determined by the NYC DOE published peer index for 2012-13.

RESULTS

ROADS II	Begin Year with 0-11 Credits			Begin Year with 11.01-22 Credits		
Year	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average
2012-13						
2013-14	184	3.18	7.08	28	8.64	8.51
2014-15	151	2.97	6.97	52	6.69	8.22
2015-16	208	2.06	6.97	48	3.49	8.22

ROADS II	Begin Year with 22.01-33 Credits			Begin Year with 33.01-38 Credits		
Year	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average
2012-13						
2013-14	4	9.38	9.84	0	NA	9.85
2014-15	21	11.50	9.76	3	10.17	8.71
2015-16	30	7.03	9.76	14	3.43	8.71

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Peer Transfer High School

Cohort Designation	Charter School		Peer Transfer High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	61	21%	N/A	30%
2011	70	11%	N/A	30%
2012	111	6%	N/A	30%

EVALUATION

ROADS II did not meet the measure.

ADDITIONAL EVIDENCE

ROADS II's slower credit accumulation rate in the first category is not surprising in light of the significant remediation that the vast majority of our students require when they start at our school. As discussed above under Goals 1 through 4, the average ROADS II students reads at a fifth grade level when he or she starts our program. Forty percent of our students have special education needs, which make remediation even more challenging. Over 15 percent of our students require substantial supports in a more restrictive setting. ROADS II has made great progress in helping our students essentially "catch up" with credit accumulation by the third classifications. Because our students are self-paced, they likely sit for less credits in the fourth category because they already have obtained most of the credits necessary to graduate. Thus, they oftentimes do not sit for a full year of coursework. Instead, they graduate at multiple points during the school year.

Goal 5: 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 during the period of the charter from SY 2012-13 to SY 2015-16. It provides the average of the difference between 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 II for 40 or more days in school years 2013-14 and 2014-15.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

	Number of Students	Maximum Membership Days	Average % Days in Attendance	YtY Change in Attendance	YtY Change in Attendance for Peer Transfer High Schools
ROADS II					
FY1213	164	178	53.7%		-2.5%
FY1314	224	173	49.7%	-4.1%	
FY1415	257	170	47.3%	-2.3%	-4.3%
FY1516	255	168	43.7%	-3.7%	

EVALUATION

This measure was met. The table shows the average change in attendance each year of the charter for ROADS II students compared to the average year-to-year change in attendance at peer transfer high schools in SY 2012-13 and 2014-15 (the most recently published results for transfer high schools). The table shows that attendance decreased by an average of -3.7% in SY 2015-16 compared to an average decline in student attendance of -4.3% at peer transfer high schools.

Goal 5: 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 2014-15 and dividing it by the total

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

number of Regents that each student still needed to pass to earn a Regents diploma at the start of the 2014-15 school year.

Average Completion Rate (third – sixth year students)

$$= \frac{\sum \text{Regents Passed in SY 2014 – 2015}}{\sum \text{Regents needed to earn Regents Diploma at the start of SY 2014 – 15}}$$

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).

Average Completion Rate (second year students)

$$= \frac{\sum \text{Regents Passed in SY 2013 – 14 and 2014 – 15}}{\sum 3 - \text{Regents passed in middle school}}$$

RESULTS

ROADS II's completion rate is 9.7 percent compared to a 19 percent completion rate of our peer schools.

EVALUATION

ROADS II did not meet the measure.

ADDITIONAL EVIDENCE

Last year ROADS II's completion rate was 6.0 percent, compared to its peer average completion rate of 17.6 percent.

Goal 5: Comparative Measure

Each year, the percent of students in the sixth year of the high school Total Graduation Cohort graduation 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.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

ROADS II			
Cohort	Graduates	Graduation Cohort	% Graduated
2010	13	61	21%
2011	8	70	11%
2012	7	111	6%
2013	4	90	4%

Peer Transfer High Schools			
Report Year	Graduation Deadline Year	Graduation Rate	Graduation Rate for Most At-Risk Students
FY12-13 Progress Report	2013	30%	26%
FY14-15 Quality Review	2015	51%	31%

EVALUATION

ROADS II did not meet the measure. The graduate rate for the 2010 Graduation cohort is 21% compared to a 51% graduation rate for peer transfer high schools.

ADDITIONAL EVIDENCE

According to the DOE Educator's Guide for the 2014-15 QRIs, students are considered "most at risk" based on their age as of December 31 of their entry year and the credits and Regents that they earned before they start at a school. For students aged 16, the criteria is under 11 credits and zero Regents passed. ROADS II admits students aged 15 and 16 and has no credit or Regents pass rate requirements. At least half of ROADS II students fit the definition of "most at risk" as defined by this guide, while the remaining students face the same challenges at a slightly younger age. In light of their additional "at-risk" factors (including involvement in the criminal justice, foster care/child welfare systems, temporary housing, and being twice as likely to receive special education services), we believe that ROADS II's graduation rate should be more appropriately compared to the rate of the most at-risk students (31 percent) for this measure.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Absolute	Each Year, 75 percent of students will have an attendance rate of 75 percent for the year.	Not Met
Absolute	Each year, 75 percent of students in the third high school Total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.	Not Met
Absolute	Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, students' average credit accumulation in NYC DOE benchmarked credit-categories will exceed that of peer transfer high schools.	Not Met
Comparative	Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.	Met
Comparative	Each year, the average completion rate for remaining Regents required for graduation will exceed that of peer transfer high schools.	Not Met
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 Met

ACTION PLAN

Student attendance and behavior incidents have historically challenged ROADS II's ability to establish a culture of engagement and success. Our past efforts to raise student attendance have not been successful. This past year ROADS II dedicated two staff members as Attendance Outreach Coordinators to address this concern. Although they met with success, they were unable to engage with enough students and families. Similarly, two staff members devoted to ensuring consistent discipline was not totally effective.

We have subsequently invested heavily in creating a staff model that provides a primary person to every student. This proven model ensures that every student has at least one caring adult who they trust and can support them in setting and reaching all of their goals. The Primary Person Model will address both of these challenges head on. A pilot of this model was implemented in trimester three of last year and proved successful, as the 30 participating students increased their attendance 14.5% while the rest of the school continued to trend downward.

This fall, Advocate Counselors will provide individualized supports to approximately 25 students—a much more manageable case load than half of our student enrollment. ACs will provide more extensive supports both in and outside of the classroom: they will assist teachers towards adapting to student needs, implementing socio-emotional interventions, and providing an individualized focus to best meet the needs of every student. Advocate Counselors also will work individually with their students to create strategies that will help them successfully complete their studies and pass required Regents exams. They also will address non-academic concerns. This student-adult relationship will become the foundation of the school and ensure all students have the opportunity to achieve their and our goals.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

This past year ROADS II worked with a consultant to refine our grading rubrics to ensure consistency across the program. We have redesigned our curriculum to promote rigor and access for all students. We are keenly focused on improving our credit attainment goals as part of the 2016-17 Action Plan.

GOAL 6: COLLEGE PREPARATION

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

N/A

RESULTS

N/A

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A		N/A	
2014-15	N/A	N/A	N/A		N/A	
2015-16	N/A	N/A	N/A		N/A	

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

N/A

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

N/A

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A		N/A	
2014-15	N/A	N/A	N/A		N/A	
2015-16	N/A	N/A	N/A		N/A	

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Goal 7: Comparative Measure

(S) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed that of peer transfer high schools.

METHOD

ROADS II administered the New York State Regents Comprehensive English and Common Core English exams that students must pass to graduate. The exams are scored 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 75 to meet the college and career readiness standard. Students with IEPs are considered proficient if they score at least 55 on either test. This measure examines the percent of the Accountability Cohort that meets the college and career ready standard on the exam. Students may take 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.

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career

HIGH SCHOOL GOALS: COLLEGE PREPARATION

readiness standard. 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. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

This measure addresses those students who have graduated from ROADS II who met the college and career readiness standard for both exams and compares the percentage to students in peer schools based upon the 2012-13 Progress Report with data from the 2014-15 Quality Report.

RESULTS

ROADS II

Percent of ROADS II Graduates that have College Ready Scores on ELA and Math	9%
Peer Transfer High School College Readiness Rate (including enrollment) from FY14-15 NYC DOE Quality Review	17%

Percent of Graduates Meeting the Aspirational Performance Measure¹⁶

Cohort	Charter School	Peer Transfer High Schools	Statewide ¹⁷
2010	8%	17%	38.1
2011	13%	17%	40.0
2012	13%	17%	N/A

EVALUATION

ROADS II did not meet this measure.

Goal 6: Absolute Measure

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

N/A

RESULTS

N/A

Percent of Graduates with a Regents Diploma with Advanced Designation¹⁸

¹⁶ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁷ Statewide results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Cohort	Charter School	School District ¹⁹
2010	N/A	N/A
2011	N/A	N/A
2012	N/A	N/A

EVALUATION

N/A

Goal 7: Absolute Measure

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course, or by acquiring certification based on industry standard requirements.

METHOD

N/A

RESULTS

One student took the SAT; the result cannot be reported under FERPA.

Four took the ACT; the results cannot be reported under FERPA.

One student completed an industry standard requirement.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁰
2010	13	N/A
2011	8	N/A
2012	7	N/A

EVALUATION

ROADS II did not meet this measure.

ADDITIONAL EVIDENCE

Job training classes offered through Career Pathways last year included a culinary program, where students learned management and cooking skills; graphic design, which offered

¹⁸ Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁹ District results for the 2011 cohort are not yet available.

²⁰ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

certification courses in programs such as Adobe Illustrator; and a School-Based Enterprise program, which taught management skills through running the school store. The School also offered an Internship program, where students honed important office skills and developed insights into the teaching profession.

This upcoming year, ROADS II will be offering eight different Career Pathways classes, a substantial increase over the initial programs offered last year. Subjects that will be offered include Photography, Coding, Dance, Drumline, Music Production and Journalism.

Goal 7: Absolute Measure

(S) Each year, 75 percent of graduating students will matriculate in a college or university, begin an industry apprenticeship, or enter the military.

METHOD

N/A

RESULTS

Nineteen of the 25 graduates this year have been accepted and are either enrolled, are deferring until the spring 2017 or are undecided about whether to enroll in either a 2 or 4-year college. Four graduates are pursuing trade school or job training programs. An additional two graduates are in the process of applying to college.

EVALUATION

ROADS II met this measure with at least 76 percent of graduates matriculating in college or beginning a trade/job training program this fall.

ADDITIONAL EVIDENCE

ROADS II also met this measure for last year's graduates. Five of the seven graduates from last year's class are attending college and one has applied to a SUNY. One graduate, who just had a baby, intends to participate in a work/trade or job training program in the near future.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
Comparative	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed that of peer transfer high schools.	Not Met
Absolute	Each year, 75 percent of graduating students will demonstrate their	Not Met

HIGH SCHOOL GOALS: COLLEGE PREPARATION

	preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course, or by acquiring certification based on industry standard requirements.	
Absolute	Each year, 75 percent of graduating students will matriculate in a college or university, begin an industry apprenticeship, or enter the military.	Met

ACTION PLAN

ROADS II seeks to promote academic success by ensuring that disconnected youth—overage, under-credited students—graduate from high school prepared to excel in their academic, professional and personal lives. We expose students to college and career pathways in the workplace to help them connect the importance of their studies with their future success. Fundamentally, our goal is to provide opportunities to access college as an option and help our students plan for their future if they do not intend to attend college.

ROADS II has dedicated staff members who oversee programming and support for the School's college and career program. In addition to meeting with individual students, they run workshops for families covering topics such as the college application process, FAFSA and CUNY admissions requirements. ROADS II holds monthly meetings with potential graduates to help support them through the college process. The School also runs a Career Day and Speakers series to introduce our students to potential career paths.

ROADS II students learn about post-secondary opportunities by visiting colleges and attending career-oriented tours. This past year we took 81 students to see and meet with admissions representatives at nine institutions, including City College, Harvard, USC, UCLA and the Culinary Institute of Arts. School staff work individually with students to support their college and scholarship applications. Coop-Tech offers classes that provide students with cutting edge trade skills and technology training. Graduates of these programs can take part in the Department of Education's Work Based Learning Program (WBL), which provides job readiness skills of basic safety, OHSA procedures, and CPR. If recommended by a ROADS II staff member, students can participate in a full internship opportunity and build a portfolio to expand their skills for future employment. ROADS II's partnerships with Year-up and Opportunities for a Better Tomorrow also provide opportunities for students to develop marketable job skills and receive stipends for work.

The ROADS II Career Pathways program also introduces our students who might not be interested in post-secondary studies a way to obtain important skills for their chosen future careers. By requiring strict attendance and academic requirements, the program helps reinforce the importance of goal setting for our students. Most of the students who enrolled in the pilot program last year struggled with bad behaviors and poor performance before becoming participants. The course, which introduces job-ready skills in a credit bearing class, required students to attend all of their other classes in order to get paid for part-time work during school. We saw an increase in the number of students that earned credits and attended school. Students who joined the program in trimester 3 showed the biggest improvement in credit accumulation from trimester 2 to 3.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

This upcoming year, ROADS II will be offering eight different Career Pathways classes, a substantial increase over the initial programs offered last year. Subjects that will be offered include Photography, Coding, Dance, Drumline, Music Production and Journalism. The success of this program is just one example of how, when given the proper supports, all students can experience success.

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 75% of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

ROADS II implemented surveys to parents during Summer School Orientation requesting feedback on our School's program for the 2015-16 school year. ROADS I administered a hard-copy survey to a group of 17 parents.

RESULTS

It is clear that the ROADS II parents are aware of extracurricular and post-secondary planning opportunities presented by ROADS, and feel that the staff is supporting the needs of their students. Parents have high opinions of how their students' behavior has improved in a positive way. Parents at ROADS II overall feel very positively about the services provided by the School, quality of education and relationship between teachers to student, and teachers to parents.

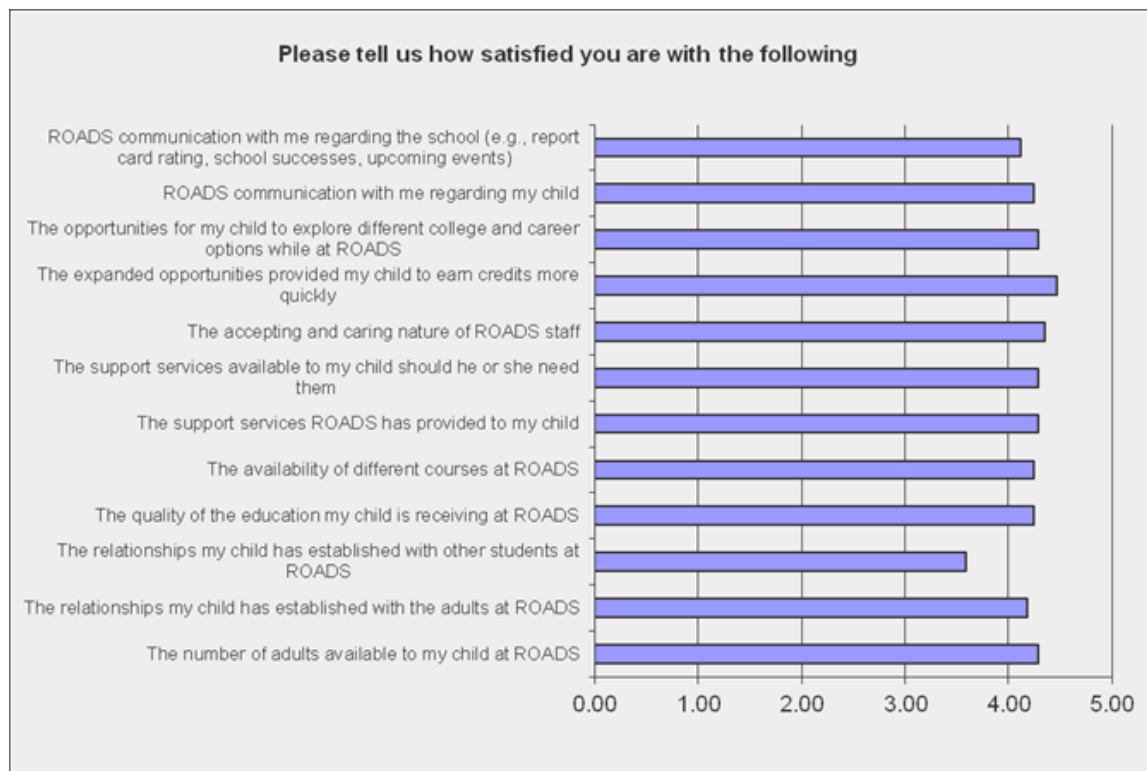
2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
17	17	100%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Reported student spoke more willing to come to school	53%
Reported student shared more about day with family	53%
Reported student more willing to do school work	53%
Parent is satisfied with number of adults available to student	88%
Parent is satisfied with relationships between adults and students	82%
Parent is satisfied with availability of different courses	88%
Parent is satisfied with quality of education	88%
Parent is satisfied with support services available	88%
Parent is satisfied with post-secondary opportunities	88%
Parent is satisfied with expanded opportunities to earn credits	94%
Parent is satisfied with communication between parents and school	82%
Parent is satisfied with accepting and caring nature at ROADS	88%

APPENDIX B: OPTIONAL GOALS



EVALUATION

ROADS II is close to meeting this measure, or has met this measure.

APPENDIX C: SUPPLEMENTARY TABLES

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

See Goal 1.

RESULTS

See Goal 1.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

School Year	Number	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2012-13 to 2013-14	44	16	33	23	No
2013-14 to 2014-15	29	23	37	35	No
2014-15 to 2015-16	27	27	39	26	No

EVALUATION

See Goal 1.

ADDITIONAL EVIDENCE

See Goal 1.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012

APPENDIX C: SUPPLEMENTARY TABLES

Integrated Algebra	N/A	94%	79%	50%
Geometry	N/A	N/A	Number too small to report	Number too small to report
Algebra 2	N/A	N/A	N/A	N/A

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment	N/A	38%	32%	13%
Earth Science	N/A	19%	21%	5%
Chemistry	N/A	N/A	N/A	N/A
Physics	N/A	N/A	N/A	N/A