



**Central Brooklyn Ascend
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Elena Day

Central Brooklyn Ascend Charter School
456 E29th Street
Brooklyn, NY 11226

Elena Day, Chief Operating Officer, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stephanie Mauterstock	Chair
Kathleen Quirk	Treasurer
Amanda Croft	Secretary
Christine Schlendorf	Trustee
Kwaku Andoh	Trustee
Oral Walcott	Trustee

Michelle Flowers has served as the school leader since 2014.

INTRODUCTION

The mission of Central Brooklyn Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in the middle and high schools; and graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.

Central Brooklyn Ascend opened in September 2014, serving kindergarten and first grade. It will grow by a grade per year to offer at maturity a comprehensive K-12 college-preparatory program. Central Brooklyn Ascend is located in Community School District 22 in New York City. In SY 14-15, 84% of Canarsie's students qualified for free or reduced lunch, 98.7% were African-American or Hispanic, and 9.5% were special education students.

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	NA													
2012-13	NA													
2013-14	NA													
2014-15	84	84	0	0	0	0	0	0	0	0	0	0	0	168

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Central Brooklyn Ascend Charter School students will meet grade level expectations in English Language Arts.

Background

In SY 14-15, Central Brooklyn Ascend fully moved away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. For the English language arts these components include:

- *Foundations*, a program based on the Wilson Reading System principles, which is supported by multiple studies, including one by Massachusetts's Lynn Public Schools (of which the student population is comprised of 66 percent black or Latino students). The study found that teaching under the System expedites grade-level reading increases among elementary school students who previously struggled in achieving appropriate reading level growth.
- In kindergarten, the writing program is *Units of Study in Opinion, Informational, and Narrative Writing*, by Lucy Caulkins. *Voyages in English: Grammar and Writing* is used to help students in later grades of the lower school with the mastery of grammar, writing, and the use of the English language. *Voyages in English* has been fine-tuned throughout the 70 years of its published life. It is also the recipient of the 2011 Distinguished Achievement Award by the Association of Educational Publishers.
- *Ascend's Literature Circle* program was adopted to promote student discussion as teachers help students mine the deepest meaning of the finest children's literature and develop the habits of excellent readers, all while building reading comprehension skills.
- *Guided Reading*, a separate reading class, creates a bridge between shared reading and independent reading. The program has been highly successful at several Ascend schools. It is taught in small groups of students who are on the same reading level, as determined by individual one-on-one reading assessments. Teachers serve as skilled facilitators, guiding students through prompts and questioning student strategies as they read a book together. Each guided reading session addresses needs identified through the previous session, whether in the area of decoding, fluency, or comprehension.
- In the new *shared text* component, the teacher models the habits of a skilled reader, and leads students briskly to the meaning of a short complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. In the lower school, shared text is a companion component to Literature Circle. Texts are selected to give historical context to the Literature Circle book under discussion.
- *Ascend's Humanities Program*, which begins in grade 5, and is unchanged, is the natural successor to the lower school's Literature Circle and Guided Reading programs. Modeled closely on the practices of the city's finest private and selective public schools, the program

was designed to develop students' individual voices, as well as reading and writing sensibilities, with an ambitious syllabus that includes a cross-cultural selection of classic literature.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State ELA test.

Results

Not applicable.

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State ELA test.

Results

Not applicable

Evaluation

Not applicable

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State ELA test.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State ELA test.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable.

Goal 1: Growth Measure¹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State ELA test.

Results

Not applicable

Evaluation

Not applicable

¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Additional Evidence

Not applicable

Summary of the English Language Arts Goal

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State ELA test.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not applicable
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Not applicable
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Not applicable
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not applicable

Action Plan

Not applicable

MATHEMATICS**Goal 2: Mathematics**

Central Brooklyn Ascend Charter School students will meet grade level expectations in math.

Background

In SY 14-15, Central Brooklyn Ascend fully moved away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. For math these components include:

- The curriculum in math features the approach known as cognitively guided instruction (CGI). CGI has significantly improved performance in other leading NYC charter schools. Ascend Learning is extraordinarily fortunate to have Jeremy Abarno, the math curriculum director, leading this curriculum program. Under Jeremy's leadership at Pave Academy, where he implemented this practice, 74 percent of 3rd graders were found proficient or advanced in 2013-2014.
- *Singapore Math* is the primary math program in kindergarten through the fifth grade. Singapore Math is based on the curriculum that took Singapore students to the top of international math assessments. The program focuses on building problem-solving skills and an in-depth understanding of essential math skills. It is closely aligned with curricular focal points recommended by the National Council of Teachers of Mathematics and the Common Core Learning Standards. Students are taught not only mathematical methods, but also why they work.
- In *Number Stories*, which is founded on the tenets of CGI, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. For approximately 10-20 minutes a day, students will practice *Math Routines* to build automaticity and fluency in computation. In the middle school, one of the 45-minute daily math periods is deployed for *EngageNY*. The second math period is dedicated to *Math in Context*.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State Math exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State Math exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State Math exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State Math exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 2: Growth Measure²

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State Math exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Summary of the Mathematics Goal

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State Math exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not applicable
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB	Not applicable

² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

	accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Not applicable
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Not applicable
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Not applicable

Action Plan
Not applicable

SCIENCE

Goal 3: Science
Central Brooklyn Ascend Charter School students will meet grade level expectations in Science.

Background

In SY 14-15, Central Brooklyn Ascend fully moved away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. For science these components include:

- MacMillan/McGraw-Hill’s *A Closer Look* science program was selected as the curriculum for the lower school because of its strong Common Core alignment, integration of rich content with well-conceived inquiry experiments, and vibrant, engaging textbooks. An independent study of St. Louis Public Schools (which are instructed under the MacMillan/McGraw-Hill science series), revealed that black students’ performance on the Missouri Assessment Program is exhibiting a growth trend that exceeds that of the state average.
- In the middle school, students learn standards-based science in the context of intriguing personal and societal issues through the *Science Education for Public Understanding Program*, developed at the University of California at Berkeley and composed of courses in *Issues and Earth Science*, *Issues and Life Science*, and *Issues and Physical Science*. Two decades’ worth of research have demonstrated the program’s positive impact on students’ science education with regards to fostering subject knowledge, inquiry skills, engagement, and approaches for making decisions and solving issues.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State science exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State science exam.

Results

Not applicable

Evaluation

Not applicable

Additional Evidence

Not applicable

Summary of the Science Goal

The school had no students in grades 3 through 8 in school year 14-15 and therefore did not administer the New York State science exam.

Action Plan

Not applicable.

NCLB

Goal 4: NCLB

Not applicable because 2014-15 was the first year of operation.

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

Not applicable because 2014-15 was the first year of operation.

Results

Not applicable because 2014-15 was the first year of operation.

Evaluation

Not applicable because 2014-15 was the first year of operation.

Additional Evidence

Not applicable because 2014-15 was the first year of operation.