



Bushwick Ascend Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Dylan Schaffer

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INTRODUCTION

Dylan Schaffer, planning and external affairs manager of Ascend Learning prepared this 2016-17 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stephanie Mauterstock	Chair; member of executive, finance, and nominating committees
Kathleen Quirk	Vice chair; member of executive, academic, and hiring committees
Amanda Craft	Secretary; member of executive, academic, and hiring committees
Katya Levitan-Reiner	Treasurer; member of executive, finance, and nominated committees
Kwaku Andoh	Trustee; member of academic committee
Shelly Cleary	Trustee; member of the finance committee
Christine Schlendorf	Trustee; member of finance committee
Oral Walcott	Trustee; member of executive, hiring, and nominating committees

Zelda Washington has served as lower school director since July 2014.

Sarah Adams has served as interim middle school director since September 2017.

INTRODUCTION

The mission of Bushwick Ascend Charter School is to equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children’s natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

At Ascend, our mission is to provide an extraordinary education to children of Central Brooklyn, placing them firmly on a path to success in college and beyond. Our model focuses on developing in our students critical thinking skills and a sense of agency and independence. Ascend’s value proposition rests on three pillars.

1. A rich and rigorous liberal arts curriculum that drives student achievement
2. Cultural practices that foster student independence and agency
3. A commitment to operate truly public schools

Bushwick Ascend opened in September 2010 and has since grown to serve students in kindergarten through grade 8. At maturity, it will offer a comprehensive K-12 college preparatory program. 8th grade students from Bushwick Ascend will matriculate to Brooklyn Ascend High School prior to the opening of Bushwick Ascend High School, at which point students will be offered admission to one of Ascend’s cluster high schools. Bushwick Ascend is located in Community School District 32 in Brooklyn. In SY 16-17, 90 percent of Brownsville Ascend students qualified for free or reduced-priced lunch, 94 percent were black or Latino, and 16 percent were special education students. Bushwick Ascend also serves a significant population of English language learners, who make up 21 percent of overall enrollment.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	116	118	117	88										439
2013-14	125	108	114	115	81									543
2014-15	116	116	118	111	116	65								642
2015-16	110	111	119	110	110	104	80							738
2016-17	112	111	114	113	103	86	94	75						808

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Bushwick Ascend Charter School students will meet grade level expectations in English language arts.

BACKGROUND

Since SY 14-15, Bushwick Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the English language arts program included:

- *Foundations*, a program for phonemic awareness, fluency, vocabulary, and comprehension, is deployed in grades K-2. The program is 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 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 Calkins. In other lower school grades, Voyages in English: Grammar and Writing is used to help students 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, and seminar style discussion skills. In addition, Literature Circle builds students' core background and cultural knowledge by following the Core Knowledge History and Geography Scope and Sequence. Frequent, interactive Read Aloud sessions with students in K-1 provide a model of fluent, expressive reading, and help children recognize what reading for pleasure is all about.
- In the *Shared Text* component, the teacher models the habits of a skilled reader, and leads students briskly to accessing and then writing about the deeper meaning of a short, complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. Texts are often selected to align with content in Literature Circle in lower school grades and in the Humanities Program in middle school grades. Texts are selected in a range of genres and often provide historical context to the anchor text book under discussion.

- *Guided Reading*—a separate reading class—creates a bridge between Shared Text and independent reading. 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. The University of Chicago Impact STEP formative assessment system is used to track student progress in guided reading.
- *Ascend's Humanities Program*, which begins in grade 5, 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, this interdisciplinary great books program was designed to develop students' individual voices, reading and writing sensibilities, art appreciation, and public speaking skills with an ambitious syllabus that includes a cross-cultural selection of classic literature, key primary texts, and art gallery lessons.

Ascend has created a powerful culture of response to instructional data to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, STEP assessments, norm-referenced NWEA MAP assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system, first put in use in SY 14-15, allows staff to monitor progress and assess comprehension, as well as drive data-driven teacher training and evaluation, through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 16-17 implemented its network-wide initiative for the Continuous Monitoring of Student Work, and will continue this initiative in SY 17-18.

All Ascend schools implement Teacher Planning and Development, a SY 15-16 network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling. The TPD program complements the Continuous Monitoring initiative by providing dedicated time in teachers' and leaders' schedules for analysis of student work, tracking data, and developing teacher strategies for improving their response to student performance during lessons.

In SY 16-17, a second network-wide initiative—the Love of Reading Initiative—was implemented at all Ascend schools, with the goal of strengthening core literacy block instruction and continuing growth in students' performance in ELA. Implementation included the addition to the schedule of time for independent reading, and focused on creating a culture that celebrates reading and inspires students to read confidently and joyfully.

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Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 7th grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	111	0	0	2	0	113
4	103	0	0	1	0	104
5	85	0	0	0	1	86
6	94	0	0	0	0	94
7	74	0	0	1	0	75
All	467	0	0	4	1	472

RESULTS

34.9 percent of all Bushwick Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 16-17, slightly higher than the 34.0 percent of all students who achieved proficiency. Students in the lower school (grades 3-4) achieved promising levels of proficiency above 40 percent, while students in grades 5-7 struggled to achieve proficiency at levels similar to their younger peers.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41.0%	111	44.4%	99
4	45.0%	103	46.7%	90
5	27.0%	85	26.8%	82

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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6	19.0%	94	19.4%	93
7	36.0%	74	36.6%	71
All	34.0%	467	34.9%	435

EVALUATION

Bushwick Ascend did not meet this absolute measure. Grade 3 and 4 students—particularly those enrolled at Ascend for two or more years—have achieved promising results, a notable accomplishment given the high population of English language learners enrolled at the lower school. In grades 5-7, students did not meet the school’s standards and aspirations for success. In grade 5, the lower proficiency level of 26.8 percent may reflect the transition that students experience in the ELA curriculum at this stage; grade 5 is the first year students take part in Ascend’s ambitious and challenging Humanities program, and the first time there is no dedicated guided reading block. The middle school experienced challenges implementing the reading plan of attack with fidelity in the Shared Text block. Continuous Monitoring of progress in Shared Text was also largely ineffective, leading to a lack of quality, targeted intervention for struggling students. In addition to implementation weaknesses, instructional leadership in English language arts was not stable in SY 16-17. These challenges are being addressed with urgency in order to increase achievement.

ADDITIONAL EVIDENCE

Since SY 14-15, Bushwick Ascend has improved from 23.5 percent proficient in ELA to 34.9 percent, an increase of more than 11 percentage points. SY 16-17 results showcased the continued strong growth in performance in grades 3 and 4. Over two years, proficiency levels in these grades improved by more than 23 percentage points. Though grade 5 proficiency levels declined in SY 15-16, this trend was reversed in SY 16-17 with a gain of 3 points. Though overall Bushwick Ascend continues on its path to progress, the decline in performance at the grade 6 level in SY 16-17 is deeply disappointing, and another sign of weak culture and implementation of the Shared Text program at this level. This cohort has historically struggled to achieve higher rates of proficiency compared to their peers in other cohorts, and a deep focus on improving academic achievement in this cohort is a focus this year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	21.3%	94	33.7%	95	44.4%	99
4	22.0%	100	35.1%	97	46.7%	90
5	29.8%	57	23.6%	89	26.8%	82
6	--	--	53.1%	49	19.4%	93
7	--	--	--	--	36.6%	71
All	23.5%	251	34.2%	330	34.9%	435

Goal 1: Absolute Measure

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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 federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

In English language arts, Bushwick Ascend achieved a PLI of 110.6 in SY 16-17.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
467	23.6%	42.4%	26.6%	7.5%

$$\begin{array}{rcccccccc} \text{PI} & = & 42.4 & + & 26.6 & + & 7.5 & = & 76.5 \\ & & & & 26.6 & + & 7.5 & = & \underline{34.1} \\ & & & & & & \text{PLI} & = & 110.6 \end{array}$$

EVALUATION

Bushwick Ascend narrowly missed meeting this measure, with a PLI value of 110.6—just shy of the SY 16-17 English language arts AMO of 111. Though only 7.5 percent of students attained a Level 4 score on the ELA exam, a significant portion—42.4 percent—attained a Level 2 score. In grade 6, where proficiency levels were weakest, a majority of students attained a Level 2 score.

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Bushwick Ascend's aggregate performance on NYS English language arts exams outpaced Community School District 32, Brownsville's home district, by 9.9 percentage points. Bushwick Ascend achieved 34.9 percent proficiency among students enrolled in at least their second year, compared to 25.0 percent proficiency for all CSD students in corresponding grades. Bushwick Ascend students in grades 3 and 4 each outperformed their district peers by over 18 percentage points, while grades 5 and 7 outperformed their district peers by smaller margins. Grade 6 students at Bushwick Ascend did not outperform their district peers this year.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	44.4%	99	26.3%	880
4	46.7%	90	25.8%	910
5	26.8%	82	19.4%	938
6	19.4%	93	22.1%	1059
7	36.6%	71	31.2%	1057
All	34.9%	435	25.0%	4844

EVALUATION

Bushwick Ascend met the measure by exceeding the overall district performance in the same tested grades by 9.9 percentage points. The school exceeded district performance in four of five tested grades in SY 16-17. The performance of grade 6 students is deeply disappointing, and will be addressed with urgency in the coming year.

ADDITIONAL EVIDENCE

Overall, Bushwick Ascend students have outperformed their district peers at consistent levels over the past three years. Since SY 14-15, Bushwick Ascend students have outpaced CSD 32 students in all but one grade. While district students in grades 3 and 4 have improved by 11.7 points and 10.8 points in three years, respectively, Bushwick Ascend students have improved at more than double that rate, by 23.1 points and 26.7 points, respectively, over the same period. Overall, the district has improved by 9 percentage points over since SY 14-15, while Bushwick Ascend has improved by 11.9 points.

English Language Arts Performance of Charter School and Local District

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	21.3%	15%	33.7%	27%	44.4%	26.3%
4	22.0%	15%	35.1%	24%	46.7%	25.8%
5	29.8%	17%	23.6%	18%	26.8%	19.4%
6	--	--	53.1%	28%	19.4%	22.1%
7	--	--	--	--	36.6%	31.2%
All	23.5%	16%	34.2%	24%	34.9%	25.0%

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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Bushwick Ascend achieved an Effect Size of 0.55 overall in SY 15-16. Grade 6 achieved an Effect Size significantly greater than 0.3, while all grades achieved a positive Effect Size.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.4%	95	33.7%	27.9%	5.8%	0.31
4	86.6%	97	35.1%	27.9%	7.2%	0.41
5	87.6%	89	23.6%	21.0%	2.6%	0.17

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6	85.0%	49	53.1%	22.3%	30.8%	1.96
All	87.6%	330	34.2%	25.2%	9.0%	0.55

School's Overall Comparative Performance:

Better than expected to a meaningful degree

EVALUATION

Bushwick Ascend met the measure by achieving an Effect Size greater than 0.3, indicating that the school performed better than expected to a meaningful degree. Grade 6 performed better than expected to a significant degree, with an Effect Size close to 2, while grades 3 and 4 achieved Effect Sizes greater than 0.3.

ADDITIONAL EVIDENCE

Since SY 13-14, Bushwick Ascend has achieved positive Effect Sizes. From SY 14-15 to SY 15-16, the school's Effect Size surpassed 0.3, again performing better than expected to a meaningful degree.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-4	88%	195	30.8%	20.8%	0.74
2014-15	3-5	87%	289	21.5%	18.9%	0.19
2015-16	3-6	87.6%	330	34.2%	25.2%	0.55

Goal 1: Growth Measure⁴

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

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

In SY 15-16, Bushwick Ascend achieved a mean growth percentile of 54.0, compared to the statewide median of 50.0. The mean percentiles for grades 4 and 6 were above the median, while grade 5's percentile approached the median.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55.0	50.0
5	49.5	50.0
6	58.0	50.0
All	54.0	50.0

EVALUATION

Bushwick Ascend met the measure.

ADDITIONAL EVIDENCE

Bushwick Ascend has improved its overall unadjusted mean growth percentile from 45.0 in SY 14-15 to 54.0 in SY 15-16, and surpassed the statewide median for the first time in SY 15-16. Additionally, at each grade level, Bushwick Ascend's mean increased in SY 15-16 from the previous year.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4		46.0	55.0	50.0
5		43.5	49.5	50.0
6		--	58.0	50.0
All	No data	45.0	54.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan's absolute measures of proficiency, Bushwick Ascend students remain on a path toward continued progress in English language arts.

As evidenced by this year's progress in grades 3 and 4 in absolute measures and relative strength compared to district peers, the school is confident in the strength of the Ascend Common Core

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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curriculum, especially for those students who, from an early age, have benefitted from it. Though Bushwick Ascend failed to meet the Plan’s two absolute measures in SY 16-17, the school has made significant progress on its growth and Effect Size measures, indicating that its students are progressing year-over-year, and achieving academic success at rates higher than expected to a meaningful degree.

Overall, the school has shown improvement towards attaining its English language arts goal in this accountability period, though much work remains, especially in the middle school grades, where performance is particularly disappointing. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff and cultural development will allow for more consistent and rapid progress and achievement towards this goal in the next accountability period.

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.	Did not meet
Absolute	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.	Did not meet
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 school district of comparison.	Met
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 2015-16 results.)	Met
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. (Using 2015-16 results.)	Met

ACTION PLAN

Through the next accountability period, Bushwick Ascend will continue to build on its most successful practices and results in ELA, while improving on areas of weakness with targeted adjustments and interventions.

Bushwick Ascend will take part in Ascend’s network-wide initiatives in SY 17-18: Strengthening Early Literacy, the Continuous Monitoring of Student Work, and Strengthening Implementation of Responsive Classroom.

Every Ascend lower school will focus on the rapid development of early literacy skills in grades K-2, in order to deliver more students to upper elementary and middle schools as confident and capable readers. By improving the effectiveness of literacy instruction with an emphasis on phonics and guided reading, the school will bring additional students to grade level in reading by the end of

second grade. Developing adult understanding of how children learn to read, strengthening program implementation in grades K-2, and the addition of read-aloud in grades K-1 will provide the framework for implementation.

The Continuous Monitoring of Student Work Initiative began in SY 15-16 and will again be implemented to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure effective feedback in order to improve student understanding. The intended outcomes are to improve the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

Literacy interventions for struggling students represent an important subset of monitoring student work. This year will mark the third year of implementation for the leveled literacy intervention program at Bushwick Ascend; increased familiarity with the program, combined with more professional training, will allow for a more robust progress for struggling students in the future.

Strengthening Implementation of Responsive Classroom will lead to a focus on creating autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative are to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meeting, and improve teachers' use of interactive modeling.

In order to address weaker performance in grades 5- 7 and to ensure strong performance by the school's first cohort of 8th grade students, network and school leaders will closely monitor the Shared Text component to ensure it is implemented with fidelity in the middle school. Stronger and more stable leadership in ELA will enable improved instructional leadership.

In response to the Brownsville Ascend Charter School renewal visit in November 2016, Ascend undertook a review of its ENL program. An outside consultant—a former principal with proven results ENL education—was hired to study our approach with ENL students at Bushwick Ascend, the Ascend school with the largest number of ENL students. This review resulted in a set of programmatic changes to be implemented as a pilot program at Bushwick Ascend Lower School in school year 2018 and considered for wider implementation across the Ascend network in subsequent years. The revised program aims to maximize student access to rigorous curriculum through integrated ENL instruction and differentiation in all content classes, increase the impact of standalone ENL instruction on student achievement, and increase the capacity of all faculty to effectively differentiate instruction to meet the needs of all ENL students.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Bushwick Ascend Charter School students will meet grade level expectations in mathematics.

BACKGROUND

Since SY 14-15, Bushwick Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the mathematics program included the following:

- The curriculum in math features the approach known as *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance in other leading NYC charter schools, including those in the Success and Achievement First networks.
- *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.⁶ 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. Math fluency is also reinforced in the routines that open each *Number Stories* lesson, when for approximately 10-20 minutes a day, students 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*.

Ascend has created a powerful culture of response to instructional data to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, norm-referenced NWEA MAP assessments, and other measures of student performance during the course of the year. The

⁶ Marshall Cavendish, "Math in Focus: Singapore Math Research and Efficacy," Accessed July 10, 2015, http://www.bmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_research_efficacy_lr.pdf?la=en

MATHEMATICS

Illuminate Data and Assessment (DnA) system—in use since SY 14-15—allows staff to monitor progress and assess comprehension, as well as for data-driven teacher training and evaluation, through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 16-17 implemented its network-wide initiative for the Continuous Monitoring of Student Work, and will continue this initiative in SY 17-18.

All Ascend schools participate in Teacher Planning and Development, a SY 15-16 network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling. The TPD program complements the Continuous Monitoring initiative by providing dedicated time in teachers' and leaders' schedules for analysis of student work, tracking data, and developing teacher strategies for improving their response to student performance during lessons.

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 administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3	111	1	1	2	0	113
4	103	0	0	1	0	104
5	84	0	0	2	0	86
6	94	0	0	0	0	94
7	75	0	0	0	0	75

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

All	467	1	1	5	0	472
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RESULTS

55.1 percent of Bushwick Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 16-17, while 53.1 percent of all Bushwick Ascend students in tested grades achieved proficiency. Grades 3, 4, and 7 each achieved proficiency levels above 50 percent, while 49.4 percent of grade 5 students were found proficient. Students in grade 6 struggled to attain similarly high levels of proficiency.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67.0%	111	71.7%	99
4	60.0%	103	63.3%	90
5	49.0%	84	49.4%	81
6	36.0%	94	35.5%	93
7	52.0%	75	53.5%	71
All	53.5%	467	55.1%	434

EVALUATION

In SY 16-17, Bushwick Ascend did not meet this absolute measure; however, students, particularly those in grades 3, 4, and 7 achieved notable success, and made significant progress towards the measure's 75 percent threshold. Grade 3 and 4 students have benefitted from taking part in the Ascend Common Core curriculum from an earlier stage in their academic lives, and exhibit great promise to close the remaining gap. The implementation of a math re-teaching program at the middle school played a pivotal role in 7th grade students' continued improvements this year, and that cohort's overall success over recent years.

ADDITIONAL EVIDENCE

Since SY 14-15, Bushwick Ascend students have improved their overall proficiency by 18.4 percentage points. Grades 3 and 4 have over two years improved by 37.7 percentage points and 27.3 points, respectively, while grade 5 has reversed its SY 15-16 decline with a 25-point increase in SY 16-17. Though the decline in proficiency at the 6th grade level is disappointing, it is notable that the 6th grade cohort in SY 16-17 increased its proficiency level by over 10 percentage points from its previous performance in 5th grade in SY 15-16. The 7th grade cohort largely maintained its previous improvements to post a proficiency level above 50 percent for the second year in a row.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2014-15	2015-16	2016-17

MATHEMATICS

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	34.0%	94	57.9%	95	71.7%	99
4	36.0%	100	37.1%	97	63.3%	90
5	42.1%	57	24.7%	89	49.4%	81
6	--	--	54.2%	48	35.5%	93
7	--	--	--	--	53.5%	71
All	36.7%	251	42.2%	329	55.1%	434

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 federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

RESULTS

Bushwick Ascend achieved a PLI of 135.9 in SY 16-17.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
467	17.6%	28.9%	33.4%	20.1%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 28.9 & + & 33.4 & + & 20.1 & = & 82.4 \\
 & & & & 33.4 & + & 20.1 & = & \underline{53.5} \\
 & & & & & & \text{PLI} & = & 135.9
 \end{array}$$

EVALUATION

The school met the measure by achieving a PLI value exceeding by 26.9 points the SY 16-17 mathematics AMO of 109. More than 25 percent of students in grades 3 and 4 achieved a Level 4 score. A low percentage of students in grade 3 earned a Level 1 score (8.1 percent), and a high proportion of students in grade 6 were on the cusp of proficiency, earning a Level 2 score (38.3 percent).

Goal 2: Comparative Measure

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

RESULTS

Bushwick Ascend's aggregate performance outpaced Community School District 32 by 29.5 percentage points. Bushwick Ascend students also outperformed their district peers in every grade in SY 16-17. The strongest comparative performance came from grades 3, 4, and 7 students at Bushwick Ascend, which grades each outpaced their grade-level peers in CSD 32 by more than 30 points.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	71.7%	99	32.5%	295
4	63.3%	90	27.3%	256
5	49.4%	81	27.4%	262
6	35.5%	93	20.2%	219
7	53.5%	71	22.1%	239
All	55.1%	434	25.6%	1271

EVALUATION

Bushwick Ascend met the measure by exceeding the aggregate district performance by 29.5 percentage points. Further, Bushwick Ascend students outperformed their peers in every tested grade by at least 15 points in SY 16-17.

ADDITIONAL EVIDENCE

Compared to CSD 32's 1.6-percentage-point improvement in proficiency over two years, Bushwick Ascend students have improved by nearly 20 points in the same time frame. Since SY 14-15, Bushwick Ascend has outperformed CSD 32 in every tested grade. In several instances, the gap between Bushwick Ascend and the district has widened. For instance, in SY 14-15, grade 3 students

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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outperformed the district by 11 percentage points and in SY 16-17, that gap widened to nearly 40 points. In grade 5 Bushwick Ascend students outperformed their district peers by 5.7 percentage points; in SY 16-17, that cohort in grade 6 outpaced the district cohort by over 15 percentage points.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	34.0%	23%	57.9%	23%	71.7%	32.5%
4	36.0%	22%	37.1%	25%	63.3%	27.3%
5	42.1%	25%	24.7%	19%	49.4%	27.4%
6	--	--	54.2%	22%	35.5%	20.2%
7	--	--	--	--	53.5%	22.1%
All	36.7%	24%	42.2%	22%	55.1%	25.6%

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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Bushwick Ascend achieved an Effect Size of 0.67 overall in SY 15-16 for mathematics. Three of four tested grades achieved Effect Sizes greater than 0.3, and all grades achieved a positive Effect Size.

2015-16 Mathematics Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.4%	95	57.9%	30.4%	27.5%	1.25
4	86.6%	97	37.1%	30.5%	6.6%	0.33
5	87.6%	89	24.7%	24.5%	0.2%	0.01
6	85.0%	48	54.2%	24.4%	29.8%	1.45
All	87.6%	329	42.2%	27.9%	14.3%	0.67

School's Overall Comparative Performance:

Better than expected to a meaningful degree

EVALUATION

Bushwick Ascend met the measure of achieving an Effect Size of greater than 0.3, thereby performing better than expected to a meaningful degree.

ADDITIONAL EVIDENCE

Each year since SY 13-14, Bushwick Ascend has increased its overall Effect Size. In each of the past three years, the school has performed better than expected to a meaningful degree, with an Effect Size greater than 0.3.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-4	88%	196	34.7%	29.03%	0.30
2014-15	3-5	87%	289	35.9%	27.8%	0.44
2015-16	3-6	88%	329	42.2%	27.9%	0.67

Goal 2: Growth Measure¹⁰

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

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹¹

RESULTS

Bushwick Ascend achieved an unadjusted mean growth percentile of 53.0 in SY 15-16, compared to the statewide median of 50.0. The school's mean percentile for grades 4 and 6 were significantly above the statewide median; grade 5 performed below the median.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	57.0	50.0
5	41.0	50.0
6	64.0	50.0
All	53.0	50.0

EVALUATION

Bushwick Ascend met the measure by attaining a mean growth percentile higher than the state's median in SY 15-16. The grade 6 cohort that year grew significantly that year, posting a mean growth percentile 14 points above the statewide median.

ADDITIONAL EVIDENCE

Bushwick Ascend's mean growth percentile has increased since SY 14-15. The school surpassed the statewide median for the first time in SY 15-16.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2016-17	
4		50.0	57.0	50.0
5		50.0	41.0	50.0
6		--	64.0	50.0
All	No data	50.0	53.0	50.0

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

While the school did not meet the Accountability Plan’s first absolute measure of 75 percent proficiency, Bushwick Ascend students remain on a path toward continued progress in mathematics, and displayed notable academic achievements at individual grade levels.

The school is confident in the strength of the Ascend Common Core curriculum instituted in SY 14-15, especially for those students who, from an early age, have benefitted from it. Students in grades 3 and 4 continued an impressive trend of improvement since SY 14-15. In grade 5, too, Bushwick Ascend students made impressive gains in SY 16-17. Students in all grades continue to outperform their district peers by considerable margins; in SY 15-16 in all but one grade, students have attained levels of proficiency meaningfully greater than expected and shown robust growth year-over-year.

Overall, the school has shown improvement towards attaining its goals in mathematics this year, and has met all but one measure of performance. Work remains still, particularly to improve the performance of certain middle school cohorts. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development at the middle school will contribute to more consistent progress and achievement towards this goal.

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.	Did not meet
Absolute	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.	Met
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 school district of comparison.	Met
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 2015-16 school district results.)	Met
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.	Met

ACTION PLAN

Bushwick Ascend will continue to build on its most successful practice and results in math, while improving on areas of weakness with targeted adjustments and interventions.

Bushwick Ascend will implement Ascend’s network-wide initiatives in SY 17-18: Strengthening Early Literacy, the Continuous Monitoring of Student Work, and Strengthening Implementation of

Responsive Classroom. The Early Literacy Initiative is discussed above, in the English language arts Action Plan.

The Continuous Monitoring of Student Work Initiative began in SY 15-16 and will again be implemented to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure effective feedback in order to improve student understanding. The intended outcomes are to improve the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

Strengthening Implementation of Responsive Classroom will lead to focus on creating autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative are to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meeting, and improve teachers' use of interactive modeling.

In the middle school, changes to instructional practices and leadership in mathematics will enable higher levels of achievement and will be based on the successful practices already in place at Ascend's most successful middle school, Brooklyn Ascend Middle School.

GOAL 3: SCIENCE

Goal 3: Science

Bushwick Ascend Charter School Students will meet grade level expectations in science

BACKGROUND

Since SY 14-15, Bushwick Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the mathematics program included the following:

- MacMillan/McGraw-Hill's *A Closer Look* science program was first 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 deploy the MacMillan/McGraw-Hill science series), revealed that black students' performance on the Missouri Assessment Program is improving at a rate exceeding that of the state average. Ascend has since added many originally created science units that are aligned to the Next Generation Science Standards and culminate in project-based learning projects.
- 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. Ascend-created units on topics related to health and nutrition have been integrated into the program.

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 administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In SY 16-17, Bushwick Ascend's grade 4 students enrolled in at least their second year achieved 89.7 percent proficiency.

SCIENCE

Charter School Performance on 2016-17 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested
4	89.7%	87
8	--	--
All	89.7%	87

EVALUATION

The school met the measure for achieving at least 75 percent proficiency for all students enrolled in at least their second year, exceeding the measure by a significant margin of 14.7 percentage points.

ADDITIONAL EVIDENCE

Bushwick Ascend's 4th grade students have maintained consistently high levels of proficiency over the past three years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	92.0%	100	89.1%	101	89.7%	87
8	--	--	--	--	--	--
All	92.0%	100	89.1%	101	89.7%	87

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

RESULTS

Results for science are not yet available in SY 16-17 for CSD 32.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89.7%	87	--	--
8	--	--	--	--
All	89.7%	87	Not available	Not available

EVALUATION

Results for science are not yet available for CSD 32 in SY 16-17.

ADDITIONAL EVIDENCE

While results for science are not yet available in SY 16-17, Bushwick Ascend’s performance compared to overall CSD performance in previous years has been strong. In both SY 14-15 and SY 15-16, Bushwick Ascend students achieved proficiency levels higher than their district peers.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	92.0%	75%	89.1%	83%	89.7%	--
8	--	--	--	--	--	--
All	92.0%	75%	89.1%	83%	89.7%	Not available

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 32 in SY 16-17, Bushwick Ascend students continue to attain excellence in science, indicating the strength of the Ascend science curriculum. Bushwick Ascend students have outperformed their CSD peers in previous years—a trend that will likely continue in SY 16-17 given the school’s continued strong performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

ACTION PLAN

Bushwick Ascend hopes to maintain its current levels of proficiency in science by building upon successful systems already in place.

Ascend continues to expand and strengthen accountability for science performance, and has set internal proficiency goals for each grade in SY 17-18. This year, professional development will continue to expand as it has over the past three years since the implementation of the new science program. Professional development for science teachers during Ascend's most recent Summer Institute was, compared to previous years, significantly more robust.

GOAL 4: NCLB

Goal 4: NCLB

To achieve an Accountability Status of good standing

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

The school will not remain in Good Standing in 2016-17.

EVALUATION

The school missed its Annual Year Progress goal for students with disabilities in English language arts for the second time.

ADDITIONAL EVIDENCE

This is the first year that Bushwick Ascend will not remain in Good Standing.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Not in Good Standing