



**Central Brooklyn Ascend Charter
School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Dylan Schaffer

465 East 29th Street, Brooklyn, NY 11226

(347) 464-7600 ext. 1124

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

Michelle Flowers has served as lower school director since July 2014.

INTRODUCTION

The mission of Central Brooklyn 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

Central Brooklyn Ascend opened in September 2014 and has grown to serve students in kindergarten through grade 3 in school year (SY) 2016-17. It will continue to 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 Brooklyn. In SY 16-17, 86 percent of students qualified for free or reduced-priced lunch, 96 percent were black or Latino, and 17 percent 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
2012-13														N/A
2013-14														N/A
2014-15	76	75												151
2015-16	76	78	77											231
2016-17	87	79	77	82										325

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Since SY 14-15, Central Brooklyn 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—in use at Ascend 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 network-wide program begun in SY 15-16 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 includes the addition to the schedule of time for independent reading, and focuses on creating a culture that celebrates reading and inspires students to read confidently and joyfully.

ENGLISH LANGUAGE ARTS

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 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	82	0	0	1	0	83
All	82	0	0	1	0	83

RESULTS

37.5 percent of Central Brooklyn Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 16-17, slightly less than the 40.0 percent of all students in the tested grade who achieved proficiency.

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	40.0%	82	37.5%	56
All	40.0%	82	37.5%	56

EVALUATION

Central Brooklyn Ascend did not meet this absolute measure. Students in grade 3 at Central Brooklyn Ascend did not meet the school’s standards and aspirations for their performance. We

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.

attribute this weaker performance to higher than usual levels of student attrition over recent years, due in part to the school’s location change from CSD 23 to CSD 22. This attrition has resulted in cohorts with a significant portion of students have not fully benefitted from Ascend’s revised Common Core curriculum from a young age. The school has also faced challenges in establishing a strong culture—in part due to the influx of new students—which has contributed to weaker performance. We are urgently addressing these challenges in an effort to raise achievement.

ADDITIONAL EVIDENCE

SY 16-17 was the first year Central Brooklyn Ascend enrolled students in a tested grade. Therefore, no additional data is available.

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 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, Central Brooklyn Ascend achieved a PLI of 118.2 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
82	22.0%	37.8%	37.8%	2.4%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37.8 & + & 37.8 & + & 2.4 & = & 78.0 \\
 & & & & 37.8 & + & 2.4 & = & \underline{40.2} \\
 & & & & & & \text{PLI} & = & 118.2
 \end{array}$$

EVALUATION

The school met the measure for a PLI value, exceeding the SY 16-17 English language arts AMO of 111. A significant number of grade 3 students were on the cusp of proficiency and attained a Level 2 on the state exam.

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

ENGLISH LANGUAGE ARTS

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 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

Central Brooklyn Ascend's aggregate performance on the NYS English language arts exam did not outpace Community School District 22, the school's home district, in SY 16-17. The district achieved 46.6 percent proficiency in grade 3, while Central Brooklyn Ascend students attained 37.5 percent proficiency.

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	37.5%	56	46.6%	2644
All	37.5%	56	46.6%	2644

EVALUATION

Central Brooklyn Ascend did not meet the measure. We are disappointed by our comparative performance, and we are urgently addressing challenges in order to increase our students' performance levels.

ADDITIONAL EVIDENCE

Though we are disappointed by our overall performance relative to CSD 22 in our first tested grade, it is important to note that CSD 22 is a large district with a diverse demographic composition. While Central Brooklyn Ascend enrolls almost entirely a black or Latino student population, only 51 percent of CSD 22 students identified as black or Latino in SY 16-17. The table below shows proficiency levels by ethnicity for CSD 22, compared to Central Brooklyn Ascend's proficiency. When compared to the performance of black and Latino students in CSD 22, Central Brooklyn Ascend—where 97 percent of students were black or Latino in SY 16-17—outperformed their district peers

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](#).

ENGLISH LANGUAGE ARTS

by 2.7 percentage points. Still, we are not satisfied by this performance, and we will endeavor to close the racial achievement gap with district students by increasing our overall performance.

Grade	Percent of Students at Proficiency					
	Charter School	Black District Students	Latino District Students	Asian District Students	White District Students	Black and Latino District Students
3	37.5%	35.1%	16.3%	53.0%	62.2%	34.8%

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

SY 16-17 was the first year Central Brooklyn Ascend students were tested in NYS exams in English language arts. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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 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

SY 16-17 was the first year Central Brooklyn Ascend students were tested in NYS exams in English language arts. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan's first absolute measure of 75 percent proficiency or the comparative measure for outperforming its home district, Central Brooklyn Ascend students remain on a path toward continued progress in English language arts.

The performance of grade 3 students, though lower than our expectations, represents a strong baseline of proficiency from which to improve. While these students did not outperform CSD 22 students overall, they did outperform their black and Latino peers in the district. We are encouraged by the high percentage of students on the cusp of proficiency, who together with those who scored at Levels 3 and 4, helped the school attain a Performance Level Index higher than the State's Annual Measurable Outcome.

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

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

ENGLISH LANGUAGE ARTS

More work remains to close the achievement gap between our students and white students in the school's home district, and to increase overall proficiency as the school adds tested grades. While it is too early to know how Central Brooklyn Ascend will perform on other comparative and growth measures, the school hopes to build on the results of the previous year by enacting targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development will contribute to consistent 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.	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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not meet
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.)	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. (Using 2015-16 results.)	Not applicable

ACTION PLAN

Central Brooklyn Ascend will continue to build on its most successful practice in ELA, while improving on areas of weakness with targeted adjustments and interventions.

Central Brooklyn 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.

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.

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. Improving school culture and expectations at Central Brooklyn Ascend will be a priority in SY 17-18.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Since SY 14-15, Central Brooklyn 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

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

assessments, and other measures of student performance during the course of the year. Since the purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system, staff are able to monitor progress and assess comprehension, as well as data 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 network-wide program begun in SY 15-16, 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 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	82	0	0	0	0	82
All	82	0	0	0	0	82

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.

RESULTS

49.1 percent of Central Brooklyn Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exams in SY 16-17, while 50.0 percent of all students in the tested grade achieved 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	50.0%	82	49.1%	57
All	50.0%	82	49.1%	57

EVALUATION

Central Brooklyn Ascend did not meet this absolute measure; still, student achievement in the school's first grade place them on a path of progress towards the goal of 75 percent proficiency. The strong performance by grade 3 students speaks to the strength of the Ascend Common Core mathematics program, especially for those students who, from an early age, have benefitted from its use. Further, the school effectively implemented incremental goal-setting, which led to more effective coaching and intervention for students who are on the cusp of proficiency in those sections. The school will continue to build on these successes and redouble its efforts to close the remaining gap in proficiency by identifying and addressing particular areas for growth and improvement with urgency.

ADDITIONAL EVIDENCE

SY 16-17 was the first year Central Brooklyn Ascend enrolled students in a tested grade. Therefore, no additional data is available.

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

MATHEMATICS

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

Central Brooklyn Ascend achieved a PLI of 134.1 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
82	15.9%	34.1%	24.4%	25.6%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34.1 & + & 24.4 & + & 25.6 & = & 84.1 \\
 & & & & 24.4 & + & 25.6 & = & \underline{50.0} \\
 & & & & & & \text{PLI} & = & 134.1
 \end{array}$$

EVALUATION

The school met the measure by achieving a PLI value exceeding the SY 16-17 mathematics AMO of 109. Bolstering the school's performance index were the significant proportion of students—more than one third—performing on the cusp of proficiency and attaining Level 2 on the state exam.

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 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

Central Brooklyn Ascend's overall performance on the NYS mathematics exam did not outpace Community School District 22, the school's home district, in SY 16-17.

2016-17 State Mathematics Exam Charter School and District Performance by Grade Level	
Grade	Percent of Students at Proficiency

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

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](#).

MATHEMATICS

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	49.1%	57	51.8%	2718
All	49.1%	57	51.8%	2718

EVALUATION

Central Brooklyn Ascend did not meet the measure. The school's performance was just shy of the district's overall performance in grade 3, which was stronger than the average performance across both the city and state. We are disappointed by this underperformance, and will strive to increase performance as the school grows and continues to enroll students in new tested grades.

ADDITIONAL EVIDENCE

Though we are disappointed by our overall performance relative to CSD 22 in tested grades, it is important to note that CSD 22 is a large district with a heterogeneous demographic composition. While nearly all Central Brooklyn Ascend students were black or Latino in SY 16-17, only 51 percent of CSD 22 students identified as black or Latino that year. The table below shows proficiency levels by ethnicity for CSD 22, compared to Central Brooklyn Ascend's proficiency. When compared to the performance of black and Latino students in CSD 22, Central Brooklyn Ascend—where 97 percent of students are black or Latino—outperformed their black and Latino district peers by over 11 percentage points. Still, we are not satisfied by this performance, and we will strive to close the racial achievement gap with district students by increasing our overall performance.

Grade	Percent of Students at Proficiency					
	Charter School	Black District Students	Latino District Students	Asian District Students	White District Students	Black and Latino District Students
3	49.1%	36.9%	39.6%	63.3%	67.7%	37.8%

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

SY 16-17 was the first year Central Brooklyn Ascend students were tested in NYS exams in mathematics. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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 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

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

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

RESULTS

SY 16-17 was the first year Central Brooklyn Ascend students were tested in NYS exams in mathematics. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE MATHEMATICS GOAL

While the school did not meet the Accountability Plan’s first absolute measure of 75 percent proficiency, Central Brooklyn Ascend students are on a path towards progress in mathematics.

This year’s strong performance by grade 3 students—the only grade of tested students currently at the school, and the first cohort to take the exam—speaks to 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 its use. These students are well-positioned to close the gap and achieve this absolute measure. We are further encouraged by our performance on the second absolute measure, by the opportunities for improvement as indicated by a high proportion of students on the cusp of proficiency at Level 2.

Though students at Central Brooklyn Ascend have not yet outperformed their district peers overall, we are encouraged that our students’ performance exceeded that of black and Latino students in CSD 22 by over 11 percentage points.

While it is too early to tell how Central Brooklyn Ascend will perform on other comparative and growth measures, we hope to build on the success of the previous year by enacting targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and the continued development of school culture will contribute to consistent 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 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.	Did not meet
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	Not applicable

MATHEMATICS

	controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	
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

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

Central Brooklyn 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 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.

GOAL 3: SCIENCE

Goal 3: Science

Central Brooklyn Ascend Charter School Students will meet grade level expectations in science

BACKGROUND

Since SY 14-15, Central Brooklyn Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the science 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.

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 4 through 8 in SY 16-17 and therefore did not administer the NYS science exam.

RESULTS

Not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 3: Comparative Measure

SCIENCE

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 had no students in grades 4 through 8 in SY 16-17 and therefore did not administer the NYS science exam.

RESULTS

Not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE SCIENCE GOAL

The school had no students in grades 4 through 8 in SY 16-17 and therefore did not administer the NYS science exam.

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.	Not applicable
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.	Not applicable

ACTION PLAN

Not applicable.

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 remains in Good Standing in SY 16-17.

EVALUATION

The school met the goal.

ADDITIONAL EVIDENCE

Since SY 15-16, the school has remained in Good Standing.

NCLB Status by Year

Year	Status
2014-15	n/a
2015-16	Good Standing
2016-17	Good Standing