



Brownsville Ascend Charter School

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Dylan Schaffer

Brownsville Ascend Charter School
1501 Pitkin Avenue, Brooklyn, NY 11212

(347) 464-7600 ext. 1124

INTRODUCTION

Dylan Schaffer, planning and external affairs associate, Ascend Learning, Inc. prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

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

Erica Murphy has served as school director, Lower School, since July 2013.

Emily Fernandez has served as school director, Middle School, since July 2014.

INTRODUCTION

The mission of Brownsville 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

Brownsville Ascend opened in September 2009 and has since grown to serve students in kindergarten through grade 7. It will continue to grow by a grade per year to offer at maturity a comprehensive K-12 college-preparatory program. Brownsville Ascend is located in Community School District 23 in Brooklyn. In SY 15-16, 87% of Brownsville Ascend students qualified for free or reduced-priced lunch, 98% were black or Latino, and 11% were special education students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	136	103	81	91										411
2012-13	118	139	114	100	84									555
2013-14	117	121	144	118	102	84								686
2014-15	118	116	115	133	115	105	84							786
2015-16	111	116	116	114	143	107	109	84						900

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

In SY 14-15, Brownsville Ascend moved fully away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. In SY 15-16, the components of the English language arts programs included:

- *Fundations*, grades K-2—a program for phonemic awareness, fluency, vocabulary, and comprehension. 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 later grades of the lower school, *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, influenced by a similar program at Success Academy Charter Schools and at Icahn Charter Schools (which serve student populations not unlike those served Ascend schools), 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.
- *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.
- In the *Shared Text* component, modeled after a similar program at Success Academy Charter Schools, 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

ENGLISH LANGUAGE ARTS

guided in answering Common Core-style comprehension questions and short response questions. In the lower school, Shared Text is a companion component to Literature Circle; in grades 5-8 texts are often selected to align with the Humanities Program Scope and Sequence. Texts are selected in a range of genres and often provide historical context to the anchor text book under discussion.

- Ascend's Humanities Program, which begins in grade five, is the natural successor to the lower school's Literature Circle and Guided Reading programs. Modeled closely on the practices of the city's finest private and selective public schools, the great books program was designed to develop students' individual voices, reading and writing sensibilities, and public speaking skills with an ambitious syllabus that includes a cross-cultural selection of classic literature and key primary texts.

Brownsville Ascend has created a powerful culture of response to instructional data. In addition to New York State exams administered each spring, teachers use benchmark assessments, unit tests, STEP and STAR assessments, and other measures of student performance during the course of the year. The purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system allowed staff to monitor progress and assess comprehension, as well as for data-driven teacher training and evaluation, through access to instant feedback.

In SY 15-16, all Ascend schools initiated Teacher Planning and Development, a 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.

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 2016. 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).

ENGLISH LANGUAGE ARTS

2015-16 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	114	0	0	0	0	114
4	143	0	0	0	0	143
5	106	0	0	0	1	107
6	108	0	0	0	1	109
7	84	0	0	0	0	84
8	--	--	--	--	--	--
All	555	0	0	0	2	557

RESULTS

39.5% of all Brownsville Ascend students achieved proficiency on the NYS English language arts exam in SY 15-16; 40.8% of students enrolled in at least their second year achieved proficiency. Students in the lower grades achieved promising levels of proficiency, while students in grades 5-7 struggled to achieve proficiency at levels similar to their younger peers.

Performance on 2015-16 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	54.4%	114	55.6%	108
4	57.3%	143	62.3%	122
5	30.2%	106	31.0%	100
6	20.4%	108	19.4%	93
7	25.0%	84	25.0%	80
8	--	--	--	--
All	39.5%	555	40.8%	503

EVALUATION

In SY 15-16, Brownsville Ascend did not meet this absolute measure. The gap of 34.2% between Brownsville Ascend's overall performance of 40.8% and the absolute measure threshold of 75% is significant. The divergences in grades 3 and 4 of 19.4 and 12.7 percentage points from the absolute measure respectively, are more promising. These students have benefitted from taking part in the Ascend Common Core curriculum from an earlier stage in their academic careers than their older peers. The Shared Text component of the curriculum, in particular, was implemented more successfully in grades 3 and 4, with more effective and thorough training delivered to the entire

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.

ENGLISH LANGUAGE ARTS

staff. The relative strength of grades 3 and 4 in ELA is likely attributable in part to the strength of this implementation.

In grade 5, the lower proficiency level of 31% can be understood in the context of 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.

With proficiency levels at 19.4% and 25.0% respectively, the performance of 6th and 7th grade students this year was weak, failing to meet the school's standards and aspirations for these students. Brownsville Ascend Middle School's difficulty in maintaining of the school's previous cultural strength due to inadequate staffing has affected those students' academic results. The issues at Brownsville Ascend will be addressed with urgency during the next school year and throughout this accountability period in order to increase achievement throughout the middle school.

ADDITIONAL EVIDENCE

SY 15-16, in particular, showcased strong growth in performance over the preceding year, as evidenced in the table below. Brownsville Ascend has improved from 22.4% proficiency in ELA in SY 13-14 to 40.8% proficiency in SY 15-16, an increase of 18.4 percentage points. In grades 3 and 4, students improved their proficiency levels by 28.1 and 37.0 percentage points, respectively, over just three years. In grade 5 this year, students reversed a previous slight decline in performance achieve scores 18.5 percentage points higher than they were two years prior. The strength of the implementation of the Shared Text program in the lower school (grades K-5) likely contributed to this significant improvement in these grades.

The decline in performance at the grade 6 level in SY 15-16 is disappointing and has led to modifications to the school's staffing design to better support the school culturally and academically. Still, this figure represents more than a 9-percentage-point increase from the 10.1% figure posted by this cohort in SY 14-15.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27.5%	109	28.6%	126	55.6%	108
4	25.3%	83	31.7%	101	62.3%	122
5	12.5%	80	10.1%	89	31.0%	100
6	--	--	25.3%	75	19.4%	93
7	--	--	--	--	25.0%	80
8	--	--	--	--	--	--
All	22.4%	272	24.6%	391	40.8%	503

ENGLISH LANGUAGE ARTS

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 2015-16 English language arts AMO of 104. 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, Brownsville Ascend achieved a PLI of 118.4 in SY 15-16.

English Language Arts 2015-16 Performance Level Index					
Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
555	20.9%	39.6%	33.3%	6.1%	
	PI = 39.6 + 33.3 = 79		33.3 + 6.1 = 39.4		PLI = 118.4

EVALUATION

The school met the measure for a PLI value, exceeding the SY 15-16 English language arts AMO of 104. Notable performances include a high percentage of grade 3 and 4 students at Level 3 (48.2% and 43.4%, respectively) and a high percentage of grade 6 and 7 students at Level 2 (52.8% and 53.6%, respectively). This achievement was accomplished by a strong number of students achieving proficiencies at Levels 2 and 3. This performance in particular can be attributed to Brownsville Ascend's strong response to intervention (RTI) program, which provides tiered interventions to students who are struggling academically, while still keeping those students integrated with their classmates through a series of push-in and pull-out services. In 2014, Brownsville Ascend purchased and implemented the use of the Illuminate Data and Assessment (DnA) system, which allows for increased efficiency and effectiveness of tracking student performance and growth across a variety of measures. These initiatives and systems, along with a robust professional development and planning program, have allowed for the school to better prepare teachers for providing targeted, purposeful lessons aimed at improving student achievement levels.

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 local school district.³

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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

In SY 15-16, Brownsville Ascend's aggregate performance on NYS English language arts exams outpaced Community School District 23, Brownsville's home district, by 22.8 percentage points. Brownsville Ascend achieved 40.8% proficiency among students enrolled in at least their second year, compared to 18% proficiency for all CSD students in corresponding grades. The strongest comparative performance occurred in grade 4, where Brownsville Ascend students enrolled in at least their second year outperformed all district students by 41.3 percentage points. Grades 6 and 7 performed relatively weakly, and the middle school challenges in staffing and culture are being addressed this year with urgency.

2015-16 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	55.6%	108	22%	728
4	62.3%	122	21%	743
5	31.0%	100	10%	656
6	19.4%	93	16%	897
7	25.0%	80	21%	855
8	--	--	--	--
All	40.8%	503	18%	3,879

EVALUATION

Brownsville Ascend met the measure by exceeding the aggregate district performance in the same tested grades by 22.2 percentage points. Brownsville Ascend also exceeded district performance for every tested grade in SY 15-16. In the lower school grades (3-5), the positive performance relative to the district is notable, and can be attributed in part to the successful implementation of Ascend's

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

Shared Text program in the lower grades. Further, Brownsville Lower School's strong and stable leadership has led to increased staff retention and the development of a well-trained, expert teaching staff, who have been successful at implementing Ascend's Common Core curriculum to lower school students from an early stage, contributing to their strong comparative performance.

ADDITIONAL EVIDENCE

Brownsville Ascend students have achieved an increase of 18.4 percentage points in ELA proficiency over the past three years, nearly three times the level of growth achieved by CSD 23, which achieved a 7-point increase in the same time frame for the same tested grades. In grade 4 especially, growth at Brownsville Ascend has considerably outpaced CSD 23 growth, with 4th grade students at Brownsville Ascend increasing performance by 37 percentage points compared to the increase of 9 percentage points for CSD 23 4th grade students. In grade 5, while the CSD's proficiency levels remains at the same level—10%—in SY 15-16 as in SY 13-14, Brownsville's 5th grade improved proficiency by 18.5 percentage points in the same time frame.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	27.5%	13%	28.6%	13%	55.6%	22%
4	25.3%	12%	31.7%	11%	62.3%	21%
5	12.5%	10%	10.1%	8%	31.0%	10%
6	--	--	25.3%	15%	19.4%	16%
7	--	--	--	--	25.0%	21%
8	--	--	--	--	--	--
All	22.4%	11%	24.6%	12%	40.8%	18%

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

ENGLISH LANGUAGE ARTS

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 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Brownsville Ascend achieved an Effect Size of 0.16 overall in SY 14-15. Grades 3 and 4 achieved an Effect Size greater than 0.3.

2014-15 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	80%	134	28%	22.3%	5.7%	0.39
4	82%	115	30%	21.0%	9.0%	0.66
5	79%	104	9%	19.5%	-10.5%	-0.80
6	79%	84	24%	20.0%	4.0%	0.27
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	80%	437	23.3%	20.9%	2.4%	0.16

EVALUATION

Brownsville Ascend failed to meet the measure of achieving an Effect Size greater than 0.3, achieving overall a positive Effect Size of 0.16 in SY 2014-15, indicating that the school performed slightly better than expected. In grades 3 and 4, the school performed better than expected to a meaningful degree, while grade 6 achieved an Effect Size of 0.27. The school's grade 5 comparative performance was negative and disappointing, reinforcing the need to address the identified challenges with urgency in the coming year.

ADDITIONAL EVIDENCE

Compared to SY 13-14, Brownsville Ascend increased its overall Effect Size in SY 14-15. The school has maintained a positive overall Effect Size over the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-4	86%	183	24.6%	18.9%	0.49
2013-14	3-5	84%	297	22.2%	21.29%	0.08
2014-15	3-6	80%	437	23.3%	20.9%	0.16

ENGLISH LANGUAGE ARTS

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

In SY 14-15, Brownsville Ascend achieved a mean growth percentile of 46.0, compared to the statewide median of 50.0. While the mean growth percentile for grade 4 was above that of the statewide median, grades 5 and 6 did not outperform the median.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	52.0	50.0
5	38.0	50.0
6	47.5	50.0
7	--	50.0
8	--	50.0
All	46.0	50.0

EVALUATION

Brownsville Ascend did not meet the measure of a mean growth percentile higher than the state's median of the 50th percentile. This result is disappointing, and the school, which educates students with higher levels of need than the statewide averages, is making a concerted effort to improve performance.

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

ADDITIONAL EVIDENCE

Brownsville Ascend's disaggregated mean growth percentile values are not currently available for years prior to SY 14-15.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan's first absolute measure of 75% proficiency, Brownsville Ascend students remain on a path toward continued progress in English language arts.

As evidenced by this year's significant progress in grades 3 and 4 on absolute and comparative measures, 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. Though Brownsville Ascend failed to meet the growth measure and Effect Size measures in SY 14-15, the significant increase in proficiency achieved by students in SY 15-16 is a positive indicator for future achievement on this measure, and another signal of previous programmatic adjustments bearing fruit.

Overall, the school has shown improvement towards attaining its English language arts goal in this accountability period; still, much work remains, especially in grades 5 through 7. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development will contribute to more 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 Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
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.	Did Not Achieve
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.	Did Not Achieve

ENGLISH LANGUAGE ARTS

ACTION PLAN

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

Brownsville Ascend will take part in Ascend's network-wide initiatives: cultivating a Love of Reading, and the Continuous Monitoring of Student Work. The Love of Reading initiative will help to bolster English language arts scores by developing rituals and activities in the school that celebrate, highlight, and inspire and love of reading among students and faculty, thereby filling the cultural shortcoming identified in the school. Strengthened implementation and effectiveness of all literacy blocks, a pilot writing workshop program at the lower school level, and added dedicated time for independent reading, will provide the framework for these cultural shifts.

The Continuous Monitoring of Student Work initiative will be implemented to build on the overall success of Teacher Planning and Development (TPD) efforts, which began in SY 14-15, as well as the ongoing positive effects of strong incremental goal-setting and targeted intervention at Brownsville Ascend Lower School in SY 15-16. The initiative will standardize incremental goal-setting as a practice across all levels, allowing for increased staff development opportunities for leaders and teachers.

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

In order to address weaker performance in grades 5 through 7, several interventions will take place this year and beyond to ensure broader progress towards accountability measures. In grade 5, the teaching staff at Brownsville has been redeployed, placing highly-skilled, high-performing teachers in grade 5 classrooms. At Brownsville Ascend Middle School, special focus will be given to cultural initiatives aimed at improving teachers' and students' ability to perform on time and on task. To this end, more attention will be devoted to staffing and systems related to the school's culture, and several leadership positions have been newly staffed in SY 16-17 for this purpose. This staff expansion will permit focus on professional development, lesson planning, and other teacher practices, thereby boosting performance in the next accountability period.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

In SY 14-15, Brownsville Ascend moved fully away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. In SY 15-16, the components of the English language arts programs included:

- 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 network.
- *Singapore Math* is the primary math program in the kindergarten through the fifth grade. Singapore Math is based on the curriculum that took Singapore students to the top of international math assessments. The program focuses on building problem-solving skills and an in-depth understanding of essential math skills. It is closely aligned with curricular focal points recommended by the National Council of Teacher of Mathematics and the Common Core Learning Standards. Students are taught not only mathematical methods, but also why they work.
- In *Number Stories*, which is founded on the tenets of CGI, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches.
- For approximately 10-20 minutes per day, students practice *Math Routines* to build automaticity and fluency in computation.
- In middle school, one of the 45-minute daily math periods is deployed for *EngageNY*. The second math period is dedicated to *Math in Context*.

Brownsville Ascend has created a powerful culture of response to instructional data. In addition to New York State exams administered each spring, teachers use benchmark assessments, unit tests, STEP and STAR assessments, and other measures of student performance during the course of the year. The purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system allowed staff to monitor progress and assess comprehension, as well as for data-driven teacher training and evaluation, through access to instant feedback.

In SY 15-16, all Ascend schools initiated Teacher Planning and Development, a 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

MATHEMATICS

that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling.

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 2016. 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.

**2015-16 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	114	0	0	0	0	114
4	143	0	0	0	0	143
5	106	0	0	0	1	107
6*	104	1	0	3	2	109
7	83	0	0	1	0	84
8	--	--	--	--	--	--
All	550	1	0	4	3	557

*One student who refused the math exam also had an IEP, and is therefore counted in both the "IEP" and "Refused" columns.

RESULTS

37.5% of all Brownsville Ascend students achieved proficiency on the NYS mathematics exam in SY 15-16; 38.6% of students enrolled in at least their second year achieved proficiency. While the lower grades displayed strong levels of proficiency, grades 5-7 students struggled to achieve proficiency at levels similar to their younger peers.

⁶ 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

Performance on 2015-16 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	54.4%	114	55.6%	108
4	48.3%	143	50.8%	122
5	29.2%	106	30.0%	100
6	26.0%	104	25.8%	89
7	20.5%	83	21.5%	79
8	--	--	--	--
All	37.5%	550	38.6%	498

EVALUATION

In SY 15-16, Brownsville Ascend did not meet this absolute measure. The overall gap of 36.4% between Brownsville Ascend's overall performance of 38.6% and the absolute measure threshold of 75% is significant. Yet, the performance grade 3 at 55.6% and grade 4 at 50.8% are encouraging. These students have benefitted from taking part in the Ascend Common Core curriculum from an earlier stage in their academic careers than their older peers. Particularly at these lower grades, effective use of incremental goal-setting led to stronger coaching and interventions for students, fueling their progress.

With proficiency levels at 25.8% and 21.5% respectively, the performance of 6th and 7th grade students this year was weak, failing to meet the school's standards and aspirations for these students. Brownsville Ascend Middle School's difficulty in maintaining its earlier cultural strength in the face of a doubling of student population and inadequate staffing has affected those students' academic results. A particular problem area for the middle school grades was the weak implementation of procedures, reducing teachers' and students' ability to remain on time and on task. In Brownsville Ascend's sister middle schools. Which did not suffer from these weaknesses and where the same curriculum was in place, test scores were stronger. The issues at Brownsville Ascend Middle School will be addressed with urgency during the next school year and throughout this accountability period in order to increase achievement in these grades.

ADDITIONAL EVIDENCE

SY 15-16, in particular, showcased strong growth in performance for grades 3-5 over the preceding year, as evidenced in the table below. Brownsville Ascend has improved from 27.8% proficient in math in SY 13-14 to 38.6% proficient in SY 15-16, indicative of a steadily positive trend. While SY 14-15 showed modest gains for grade 3 and 4 students, those grades have posted larger jumps in performance from SY 14-15 to SY 15-16.

The decline at the grade 6 level in SY 15-16 is disappointing; so, too, is the decline in proficiency for the SY 15-16 grade 7 cohort from their previous performance in grade 6 in SY 14-15. These results

MATHEMATICS

have led to modifications to the school's staffing design to better support the school culturally and academically.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33.6%	110	36.5%	126	55.6%	108
4	30.1%	83	32.7%	101	50.8%	122
5	17.5%	80	26.7%	90	30.0%	100
6	--	--	42.7%	75	25.8%	89
7	--	--	--	--	21.5%	79
8	--	--	--	--	--	--
All	27.8%	273	34.4%	392	38.6%	498

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 2015-16 mathematics AMO of 101. 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 200.⁷

RESULTS

In mathematics, Brownsville Ascend achieved a PLI of 111.2 in SY 15-16.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
550	26.4%	36.2%	25.3%	12.2%

$$\begin{array}{rcl} \text{PI} & = & 36.2 \\ & + & 25.3 \\ & & 25.3 \\ & + & 12.2 \\ & & \text{PLI} \\ & = & 73.7 \\ & & 37.5 \\ & = & 111.2 \end{array}$$

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

EVALUATION

The school met the measure for a PLI value exceeding the SY 15-16 English language arts AMO of 101. Notable performances include a high percentage of grade 4 students at Level 4 (25.9%) and a high performance of grade 6 and 7 students at Level 2 (45.2% and 41.0%, respectively). This achievement was accomplished by a strong number of students achieving proficiency at Levels 2, 3, and 4. It was also aided by a particularly significant number of students in grades 4 and 6 who were able to increase from Level 1 to Level 2, or from Level 2 to Level 3 proficiency from SY 14-15 to SY 15-16. Brownsville Ascend's response to intervention (RTI) program, which provides tiered interventions to students who are struggling academically while still keeping those students integrated with their classmates through a series of push-in and pull-out services, was enhanced by robust incremental monitoring of student progress, especially within the lower grades. In 2014, Brownsville Ascend purchased and implemented the use of the Illuminate Data and Assessment (DnA) system, which allowed for increased efficiency and effectiveness of tracking student performance and growth across a variety of measures. These initiatives and systems, along with a robust professional development and planning program, have allowed for the school to better prepare teachers for providing targeted, purposeful lessons aimed at improving student achievement levels.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.⁸

RESULTS

In SY 15-16, Brownsville Ascend's aggregate performance on NYS mathematics exams outpaced Community School District 23, the school's home district, by 22.6 percentage points. Brownsville achieved 38.6% proficiency among students enrolled in at least their second year, compared to 16% proficiency for all CSD 23 students in the same tested grades. The strongest comparative performance occurred in grades 3 and 4, where Brownsville students enrolled in at least their second year outperformed all district students by over 33 percentage points. In grades 6 and 7, this year's weaker comparative performance reinforces the school's need to address the challenges facing the middle school with urgency.

⁸ 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

2015-16 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	55.6%	108	22%	737
4	50.8%	122	17%	748
5	30.0%	100	10%	667
6	25.8%	89	16%	889
7	21.5%	79	16%	853
8	--	--	--	--
All	38.6%	498	16%	3,904

EVALUATION

Brownsville Ascend met the measure by exceeding the aggregate district performance by 22.6 percentage points. Brownsville Ascend also exceeded CSD 23 performance for every tested grade in SY 15-16. In the lower school grades (3-5), the positive performance relative to the district is notable, and can be attributed in part to the successful incremental goal-setting for student performance. Further, Brownsville Lower School's strong and stable leadership has led to increased staff retention and the development of a well-trained, expert teaching staff, who have been successful at implementing the Ascend Common Core curriculum to lower school students from an early stage, contributing to their strong comparative performance.

ADDITIONAL EVIDENCE

Brownsville Ascend students have achieved an increase of 10.8 percentage points in mathematics proficiency over the past three years, compared to just a 2-point overall growth achieved by CSD 23. More specifically, grade 5 students in CSD 23 have seen proficiency decline by 3 percentage points since SY 13-14, while Brownsville Ascend's grade 5 students have achieved a 12.5-point increase in proficiency since then. In three grade-specific instances, Brownsville Ascend has achieved year-to-year growth in contrast to corresponding declines in CSD 23; in six out of seven grade-specific instances, Brownsville Ascend's growth has outpaced that of CSD 23 in the same grade.

MATHEMATICS

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	33.6%	17%	36.5%	19%	55.6%	22%
4	30.1%	12%	32.7%	11%	50.8%	17%
5	17.5%	13%	26.7%	12%	30.0%	10%
6	--	--	42.7%	16%	25.8%	16%
7	--	--	--	--	21.5%	16%
8	--	--	--	--	--	--
All	27.8%	14%	34.4%	15%	38.6%	16%

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Brownsville Ascend achieved an Effect Size of 0.20 overall in SY 2014-15 for mathematics. Grade 6 achieved an Effect Size greater than 0.3 that year, performing better than expected to a meaningful degree.

MATHEMATICS

2014-15 Mathematics 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	80%	134	37%	31.9%	5.1%	0.28
4	82%	115	33%	29.9%	3.1%	0.16
5	79%	105	26%	29.9%	-3.9%	-0.22
6	79%	84	39%	26.2%	12.8%	0.66
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	80%	438	33.6%	29.8%	3.8%	0.20

EVALUATION

Brownsville Ascend failed to meet the measure of achieving an Effect Size greater than 0.3. However, the school did achieve positive Effect Size of 0.20 in SY 14-15, indicating that the school performed slightly better than expected. In grade 6, the school performed better than expected to a meaningful degree, and grades 3 and 4 performed better than expected to a slight degree. The grade 5 performance on this measure was unacceptably low, reinforcing the need to address the identified challenges in the coming year.

ADDITIONAL EVIDENCE

Since SY 12-13 Brownsville Ascend has maintained a positive Effect Size. In SY 12-13 and 13-14, the school was able to perform better than expected to a meaningful degree, due in large part to the particularly weak predicted value of proficiency when adjusting for economic disadvantage. Though the school's Effect Size decreased slightly between SY 13-14 and SY 14-15, the school's actual proficiency increased, despite the full implementation of the new and challenging Ascend Common Core curriculum in SY 14-15.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-4	86%	183	39.3%	23.3%	1.00
2013-14	3-5	84%	298	28.5%	21.3%	0.56
2014-15	3-6	80%	438	33.6%	29.8%	0.20

MATHEMATICS

Goal 2: Growth Measure⁹

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.¹⁰

RESULTS

In SY 14-15, Brownsville Ascend achieved a mean growth percentile of 51.0, compared to the statewide median of 50.0. While the mean growth percentiles for grades 4 and 5 were below that of the statewide median, the grade 6 mean exceeded the statewide median by a wide margin.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43.5	50.0
5	44.0	50.0
6	68.5	50.0
7	--	50.0
8	--	50.0
All	51.0	50.0

EVALUATION

Brownsville Ascend met the measure of a mean growth percentile higher than the state's median of the 50th percentile. The grade 6 cohort showed significant progress in growth from their previous year.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysesd.gov.

MATHEMATICS

ADDITIONAL EVIDENCE

Brownsville Ascend's disaggregated mean growth percentile values are not currently available for years prior to SY 14-15.

SUMMARY OF THE MATHEMATICS GOAL

While the school did not meet the Accountability Plan's first absolute measure of 75% proficiency, Brownsville Ascend students remain on a path toward continued progress in mathematics.

As evidenced by this year's significant progress in grades 3 and 4 in absolute and comparative measures, the school is confident in the strength of the Ascend Common Core curriculum, especially for those students, who from an early age, have benefitted from it. Though Brownsville Ascend failed to meet the growth and Effect Size measures in SY 14-15, the significant increase in the proficiency achieved by students in SY 15-16 is a positive indicator for future achievement of this measure, and another signal of previous programmatic adjustments coming to fruition.

Overall, the school has shown steady improvement towards attaining its mathematics goal in this accountability period; still, much work remains, especially in the middle school grades. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development will contribute to more 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 Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
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 2013-14 school district results.)	Did Not Achieve
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.	Achieved

ACTION PLAN

Through the next accountability period, Brownsville 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.

Brownsville Ascend will take part in Ascend's network-wide initiative towards Continuous Monitoring of Student Work. Building on the positive effects of strong incremental goal-setting and targeted intervention at Brownsville Ascend Lower School in SY 15-16, the initiative will standardize incremental goal-setting as a practice across all levels, allowing for increased staff development opportunities for leaders and teachers. Further, this initiative will serve to enhance the existing structure of Teacher Planning and Development (TPD) meetings, with increased analysis of frequent "exit tickets" and other informal assessments of student learning, as well as improved data-focused coaching.

More frequent and in-depth monitoring of student work will also inform and improve the ways teachers address the learning needs of their students by allowing teachers to enhance the interventions provided in the classroom for struggling students and those nearing proficiency.

In order to address weaker performance in grades 5 through 7, several interventions will take place this year and beyond to ensure greater progress towards accountability measures. In grade 5, the teaching staff at Brownsville has been redeployed, placing highly-skilled, high-performing teachers in grade 5 classrooms. In each of these grades, the school has redoubled its efforts to recruit and hire similarly strong staff members. At Brownsville Ascend Middle School, special focus will be given to cultural initiatives aimed at improving teachers' and students' ability to perform on time and on task. To this end, more attention will be devoted to staffing and systems related to the school's culture, and several leadership positions have been newly staffed in SY 16-17 for this purpose. This staff expansion, as well as stronger staff retention, will allow a dedicated director of instruction to focus on further enhancing professional development, lesson planning, and other practices, thereby boosting performance in the next accountability period.

SCIENCE

Goal 3: Science

Brownsville Ascend Charter School students will meet grade level expectations in science.

BACKGROUND

In SY 14-15, Brownsville Ascend moved fully away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. In SY 15-16, the elements of this curriculum for science included:

- 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 are instructed under the MacMillan/McGraw-Hill science series), revealed that black students' performance on the Missouri Assessment Program is exhibiting a growth trend that exceeds that of the state average. 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.

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 2016. 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

Brownsville Ascend grade 4 students enrolled in at least their second year (its only tested grade in SY 15-16) achieved 97.5% proficiency.

SCIENCE

Charter School Performance on 2015-16 State Science Exam By All Students and Students Enrolled in at Least Their Second Year

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested
4	97.5%	120
8	--	--
All	97.5%	120

EVALUATION

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

ADDITIONAL EVIDENCE

Brownsville Ascend's 4th grade students have maintained consistently high levels of proficiency over recent years. A slight decrease in proficiency in SY 14-15 can be attributed to the implementation of the new science program and a lack of strong and frequent intervention to support struggling students in science. In SY 15-16, students reversed this decline, posting scores 1.1 percentage points higher than the SY 13-14 proficiency level.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	96.4%	83	91.0%	100	97.5%	120
8	--	--	--	--	--	--
All	96.4%	83	91.0%	100	97.5%	120

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

RESULTS

Results for science are not yet available for CSD 23 in SY 15-16.

2015-16 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	97.5%	120	Not available	Not available
8	--	--	--	--
All	97.5%	120	Not available	Not available

EVALUATION

Results for science are not yet available for CSD 23 in SY 15-16.

ADDITIONAL EVIDENCE

While results for science are not yet available for CSD 23 in SY 15-16, Brownsville Ascend's performance compared to overall CSD performance in previous years has been strong. Over SY 13-14 and SY 14-15, Brownsville students have posted numbers more than 25 percentage points higher than their CSD 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	96.4%	65%	91.0%	64%	97.5%	Not available
8	--	--	--	--	--	--
All	96.4%	65%	91.0%	64%	97.5%	Not available

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 23 in SY 15-16, Brownsville Ascend students continue to attain excellence in science. Over the past three years, the school's science performance in grade 4 has remained above 90% proficiency, indicating the strength of the Ascend science curriculum. Brownsville Ascend students have outperformed their CSD peers by wide margins—a trend that is likely to continue given the school's particularly strong performance this year.

SCIENCE

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.	Achieved
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 local school district.	N/A

ACTION PLAN

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

This year, professional development will continue to expand as it has over the past two years since the implementation of the new science program. This combined with a staff of teachers who have gained experience and expertise in science instruction over time will lead to a further strengthening of the science program. This year, Brownsville Ascend will also implement professional development targeted specifically at the middle school level, in order to support the specific needs of the middle school grades as the school expands to include a new tested grade.

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

Brownsville Ascend's NCLB status for SY 15-16 will be Good Standing.

EVALUATION

The goal will be met.

ADDITIONAL EVIDENCE

Brownsville Ascend has achieved Good Standing status over the past three years.

NCLB Status by Year

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