



Brownsville Ascend Charter School

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Dylan Schaffer, planning and external affairs manager of Ascend, and Daniela Brighenti, planning and external affairs associate of Ascend, prepared this 2017-18 Accountability 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, finance, and hiring committees
Amanda Craft	Secretary; member of executive, academic, and hiring committees
Shelly Cleary	Treasurer; member of executive and finance committees
Kwaku Andoh	Trustee; member of academic and finance committees
Christine Schlendorf	Trustee; member of finance committee
Nadine Sylvester	Trustee; member of academic and nominating committees
Oral Walcott	Trustee; member of executive, hiring, and nominating committees

Billie Quigley has served as lower school director since July 2018.

Emily Fernandez has served as middle school director since July 2014.

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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. A warm, joyful school culture built on Responsive Classroom and, in the high school, a restorative practices model, both of which 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 8. 8th grade students from Brownsville Ascend matriculate to Brooklyn Ascend High School and in the future will be offered admission to one of Ascend’s cluster high schools. Brownsville Ascend is located in Community School District 23 in Brooklyn. In school year (SY) 17-18, 84 percent of Brownsville Ascend students qualified for free or reduced-priced lunch, 97 percent were black or Latino, and 13 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
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
2016-17	102	111	118	106	110	142	101	103	85					978
2017-18	111	111	116	112	113	108	118	109	106					1,004

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Since SY 2014-15, Brownsville Ascend has implemented the Ascend Common Core curriculum. In SY 2017-18, the components of the English language arts program included:

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- *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.
- For writing instruction in SY 2017-18, various writing programs were piloted to inform the curriculum and instruction team's (CIT) development of a new writing program for all Ascend schools in SY 2018-19. Several lower schools used *Units of Study in Opinion, Informational, and Narrative Writing*, by Lucy Calkins, in grades K-2. Ascend's CIT designed and provided units of study for writing in grades 3-4, used at the schools' discretion. Some schools supplemented these materials with *Voyages in English: Grammar and Writing*.
- Ascend's *Literature Circle* program, influenced by a similar program at Success Academy Charter Schools and Icahn Charter Schools (which serve student populations not unlike those served by Ascend schools), was adopted to promote student discussion as teachers help students mine the deepest meaning of the finest children's literature (including fiction and non-fiction) and develop the habits of excellent readers, all while building reading comprehension and seminar-style discussion skills. In addition, Literature Circle builds students' core background and cultural knowledge by following the Core Knowledge History and Geography Sequence.
- Interactive *Read Aloud* sessions with students in grades K-1 occur three times per week and provide a model of fluent, expressive reading and help children recognize the value of reading for pleasure. Read Aloud promotes vocabulary acquisition and supports deep discussion around excellent texts.
- 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 assess and then write about the deeper meaning of a short, complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. In the lower school, texts are often selected to align with the content in Literature Circle, and in the middle school grades with the Humanities Program. Texts are selected in a range of genres including fiction, non-fiction, and poetry, and often provide historical context to the anchor textbook under discussion.
- *Guided Reading* is taught in small groups of students who are on the same reading level, as determined by University of Chicago Impact STEP one-on-one formative 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 skill gaps identified through the previous session, whether in the area of decoding, fluency, or comprehension. Data collected from STEP formative assessments are used to inform instruction for each Guided Reading lesson.
- 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, and with an ambitious syllabus that includes a cross-cultural selection of classic literature, key primary texts, and art gallery lessons, this

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interdisciplinary great books course was designed to develop students' individual voices, reading and writing sensibilities, art appreciation, and public speaking skills.

Ascend has created a powerful culture of response to instructional data (RTI) 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 allows staff to monitor progress and assess student comprehension, and supports 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 2016-17 implemented the Continuous Monitoring and Response to Student Work initiative. The initiative, which has remained a network-wide focus since SY 2016-17, focuses on frequent review and analysis of student data to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure that students receive effective feedback in order to improve their understanding.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program begun in SY 2015-16 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 2017-18, the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work and (3) Strengthening Implementation of Responsive Classroom in grades K-8, and restorative practices in the high school.

Strengthening Early Literacy was designed to have every Ascend lower school 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, we aim to bring additional students to grade level in reading by the end of second grade.

The intended outcomes of the Continuous Monitoring initiative in grades K-8 were 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.

By strengthening implementation of Responsive Classroom in grades K-8 and restorative practices in the high school, Ascend's third initiative was aimed at establishing more consistent implementation of cultural practices that foster increased cognitive engagement, student autonomy, and a heightened

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sense of community, and in turn improve academic performance. The intended outcomes of this initiative in grades K-8 were to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meetings, and improve teachers' use of interactive modeling. In the high school, the initiative's aim was to encourage members of the school community to understand the impact of their actions and take responsibility for them; build and expand personal relationships; and learn to make positive, productive, and effective choices in response to challenging situations.

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 third through eighth grade in April 2018. 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).

2017-18 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	109	1	0	0	2	112
4	112	0	0	0	1	113
5	108	0	0	0	0	108
6	118	0	0	0	1	119
7	108	0	0	0	1	109
8	100	0	0	0	6	106
All	655	1	0	0	11	667

RESULTS AND EVALUATION

Fifty-three-point-two percent of all Brownsville Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 2017-18, slightly higher than the 51.9 percent of all students in tested grades who achieved proficiency. Brownsville Ascend did not meet this absolute measure. Students in grades 3-6 achieved promising levels of proficiency, while students in grades 7 and 8 struggled to achieve proficiency at levels similar to their younger peers. We are particularly encouraged by the performance of students in grades 3-5, all of whom

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

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were within 15 percentage points of meeting this absolute measure. More work remains to be done at the middle school level to ensure that middle school students are performing at the same level as their lower school peers. Though we are encouraged by the proficiency growth achieved by the grade 7 and grade 8 cohorts over their previous year's performance, we attribute their somewhat weaker absolute performance to staffing challenges. We're confident that staffing changes at these grade levels, along with network-wide efforts to improve ELA instruction in weak areas, will increase achievement.

Performance on 2017-18 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	60.6%	109	62.0%	100
4	58.9%	112	60.0%	100
5	60.2%	108	60.0%	100
6	55.1%	118	55.7%	115
7	33.3%	108	35.6%	87
8	42.0%	100	42.0%	88
All	51.9%	655	53.2%	590

ADDITIONAL EVIDENCE

ELA performance at Brownsville Ascend has improved by more than 12 percentage points from 40.8 percent proficient in SY 2015-16 to 53.2 percent in SY 2017-18, for students enrolled in at least their second year. Both grades 5 and 6 have seen large increases in proficiency of 29 and 36 percentage points, respectively, since SY 2015-16. The performance of students in grades 7 and 8 is lower than that of their peers at the lower school, but the percent of students at the middle school achieving proficiency has consistently increased in the past three years. We will continue to work to ensure their performance reaches Ascend's expectations for all students.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.6%	108	55.0%	100	62.0%	100
4	62.3%	122	61.0%	105	60.0%	100
5	31.0%	100	48.5%	136	60.0%	100
6	19.4%	93	23.6%	89	55.7%	115
7	25.0%	80	30.0%	90	35.6%	87
8	--	--	40.0%	80	42.0%	88
All	40.8%	503	44.2%	600	53.2%	590

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Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In English language arts, Brownsville Ascend achieved a PI of 144.0. MIP values were unavailable at the time of submission.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
655	16.2%	31.9%	35.4%	16.5%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31.9 & + & 35.4 & + & 16.5 & = & 83.8 \\
 & & & & 35.4 & + & 16.5 & = & 51.9 \\
 & & & & & + & (.5)*16.5 & = & 8.25 \\
 & & & & & & \text{PI} & = & 144.0
 \end{array}$$

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

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the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

Brownsville Ascend’s aggregate performance on NYS English language arts exams outpaced Community School District 23, Brownsville’s home district, by 17.0 percentage points. Thus, the school met this measure. Brownsville Ascend achieved 53.2 percent proficiency among students enrolled in at least their second year, compared to 36.2 percent proficiency for all CSD 23 students in corresponding grades. Brownsville Ascend students in grades 3-5 outperformed their district peers by more than 23 percentage points in each grade, while grades 6 and 7 outperformed their district peers by smaller margins. Grade 8 students did not outperform students in the district, falling short of the district by three percentage points.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.0%	100	36.9%	766
4	60.0%	100	36.2%	813
5	60.0%	100	24.5%	883
6	55.7%	115	43.0%	958
7	35.6%	87	30.6%	1,034
8	42.0%	88	45.0%	1,026
All	53.2%	590	36.2%	5,480

ADDITIONAL EVIDENCE

With the exception of grade 8, Brownsville Ascend students continue to consistently outperform their peers in CSD 23. For the past three school years, Brownsville Ascend’s overall proficiency levels for students enrolled in at least their second year has exceeded district proficiency by at least 17 percentage points. Though CSD 23 students increased their overall proficiency level by 16 percentage points in SY 2017-18 over the previous year, Brownsville Ascend students still outperformed the district’s students in all but one tested grade in SY 2017-18. Particularly in grades 3-5, Brownsville Ascend students continue to outperform their district peers by significant margins.

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

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	55.6%	22%	55.0%	22.0%	62.0%	39.6%
4	62.3%	21%	61.0%	17.1%	60.0%	41.2%
5	31.0%	10%	48.5%	16.5%	60.0%	29.6%
6	19.4%	16%	23.6%	14.1%	55.7%	37.0%
7	25.0%	21%	30.0%	24.5%	35.6%	32.3%
8	--	--	40.0%	33.2%	42.0%	45.9%
All	40.8%	18%	44.2%	21.5%	53.2%	37.5%

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2016-17, Brownsville Ascend performed 15.0 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 0.89, thereby meeting the measure for performing better than expected to a large degree.

2016-17 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		

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3	86.8	105	55	30.4	24.6	1.37
4	83.0	112	59	29.8	29.2	1.60
5	84.5	141	48	23.6	24.4	1.62
6	79.4	101	22	22.4	-0.4	-0.02
7	82.5	101	30	29.7	0.3	0.02
8	83.5	85	39	34.2	4.8	0.25
All	83.4	645	43.0	28.0	15.0	0.89

School's Overall Comparative Performance:
<i>Higher than expected to large degree</i>

ADDITIONAL EVIDENCE

Brownsville Ascend has increased its overall Effect Size each year since SY 2014-15. The school has maintained a positive overall Effect Size in each of the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-6	83.6%	437	23.1	19.4	0.31
2015-16	3-7	86.4%	503	39.5	24.9	0.82
2016-17	3-8	83.4%	645	42.9	28.0	0.89

Goal 1: Growth Measure³

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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RESULTS AND EVALUATION

In SY 2016-17, Brownsville Ascend achieved a mean growth percentile of 52.1, compared to the statewide median of 50.0. Thus, the school met this measure. Grades 4 and 5 performed significantly above the statewide median; grades 7 and 8 were comparable to the median, while grade 6 did not outperform the median.

Grade	Mean Growth Percentile	
	School	Target
4	60.2	50.0
5	57.0	50.0
6	37.7	50.0
7	51.7	50.0
8	50.5	50.0
All	<u>52.1</u>	50.0

ADDITIONAL EVIDENCE

For the second year in a row, Brownsville Ascend surpassed the statewide median growth percentile.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	52.0	64.5	60.2	50.0
5	38.0	43.5	57.0	50.0
6	47.5	49.5	37.7	50.0
7	--	49.5	51.7	50.0
8	--	--	50.5	50.0
All	46.0	53.0	<u>52.1</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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

The school is confident in the strength of the Ascend Common Core curriculum and educational program. Students in grades 3 and 4 maintained impressive proficiency levels, and grade 5 students showed significant improvement in SY 2017-18. Students in those grades continue to outperform their district peers by considerable margins and attain levels of proficiency meaningfully greater than expected. We are encouraged, too, by the increase in performance of the school's grade 6, which improved by more than 22 percentage points in the past year.

Overall, the school has shown progress towards attaining its English language arts goal this year; still, work remains, especially in grades 7 and 8. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff and cultural development at the middle school will contribute to more consistent progress and achievement towards this goal.

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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 PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Data unavailable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Met

ACTION PLAN

Brownsville Ascend will continue to build on its most successful practices and results in ELA, while improving on areas of weakness with targeted adjustments and interventions.

Brownsville Ascend will take part in Ascend's network-wide initiatives in SY 2018-19: Strengthening Early Literacy, the Continuous Monitoring of Student Work, and Strengthening Implementation of Responsive Classroom. These three initiatives represent the continuation of initiatives begun in previous school years at Ascend.

Every Ascend lower school will focus more acutely 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. Ascend will establish a network-wide vision of excellent guided reading instruction and provide guided reading training and oversight throughout the year; increase Read Aloud instruction to take place every day in grades K, 1, and the first term of grade 2 to ensure that students listen to and discuss great books and see models of the thinking readers do; and establish Readers Workshop to ensure teachers strategically introduce to all students the skills and strategies needed to tackle grade level texts. Additionally, Ascend has developed a unique writing program based loosely on the work of Lucy Calkins and The Reading and Writing Project at Columbia University's Teachers College. Ascend's writing curriculum is genre-based and rooted in the belief that students need to write frequently and produce a high volume of writing. Grammar is strategically embedded in the units of study so that students learn grammar skills explicitly and then apply them immediately to the writing they do in class. The program requires teachers to provide frequent feedback to small groups of students in writing conferences while other students work independently. Ascend's writing program teaches students that writing is powerful, fun, beautiful, and purposeful.

The Continuous Monitoring of Student Work Initiative begun in SY 2015-16 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. Continuous

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Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

The network's Strengthening Implementation of Responsive Classroom initiative will continue in SY 2018-19, representing a redoubling of the effort to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance.

Ascend will continue to devote attention and network resources to the growth and strengthening of its middle schools. Ascend's curriculum and instruction team (CIT) will provide frequent professional development and coaching to school deans of instruction for both math and ELA. Additionally, Marsha Gadsden, one of Ascend's strongest middle school directors with deep understanding of and success with Ascend's curriculum and culture, became Ascend's managing director of middle schools in SY 2018-19 and will oversee the strengthening of the Ascend middle school program.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Since SY 2014-15, Brownsville Ascend has implemented the Ascend Common Core curriculum. In SY 2017-18, the components of the mathematics program included the following:

- In kindergarten through grade 4, our math program is built on the fundamentals of *Singapore Math*. In the Singapore approach, students build enduring conceptual understanding and problem-solving skills by progressing through three stages of learning: concrete (manipulatives), pictorial (visual representations and models), and abstract (equations). Math lessons in kindergarten through grade 4 draw on the curricular materials of Singapore, as well as on other resources—provided by the curriculum and instruction team (CIT)—that embody this methodology.
- In *Number Stories*, which is founded on the tenets of cognitively-guided instruction (CGI), students spend an entire period studying a single, Common Core-style story-problem that they might encounter in a real-world context. Students construct their own solutions, defend their thinking, and compare 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, the 90-minute daily math period focuses on the EngageNY curriculum.

Ascend has created a powerful culture of response to instructional data (RTI) 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 allows staff to monitor progress and assess student comprehension, and supports 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 2016-17 implemented the Continuous Monitoring and Response to Student Work initiative. The initiative, which has remained a network-wide focus since SY 2016-17, focuses on frequent review and analysis of student data to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure that students receive effective feedback in order to improve their understanding.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program begun in SY 2015-16 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

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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 2017-18, the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work and (3) Strengthening Implementation of Responsive Classroom in grades K-8, and restorative practices in the high school.

Strengthening Early Literacy was designed to have every Ascend lower school 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, we aim to bring additional students to grade level in reading by the end of second grade.

The intended outcomes of the Continuous Monitoring initiative in grades K-8 were 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.

By strengthening implementation of Responsive Classroom in grades K-8 and restorative practices in the high school, Ascend's third initiative was aimed at establishing more consistent implementation of cultural practices that foster increased cognitive engagement, student autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative in grades K-8 were to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meetings, and improve teachers' use of interactive modeling. In the high school, the initiative's aim was to encourage members of the school community to understand the impact of their actions and take responsibility for them; build and expand personal relationships; and learn to make positive, productive, and effective choices in response to challenging situations.

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 third through eighth grade in April 2018. 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.

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2017-18 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	110	0	0	0	2	112
4	112	0	0	0	1	113
5	108	0	0	0	0	108
6	118	0	0	0	1	119
7	106	0	0	0	3	109
8	99	0	0	0	7	106
All	653	0	0	0	14	667

RESULTS AND EVALUATION

Sixty-two-point-six percent of Brownsville Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 2017-18, slightly higher than the 61.9 percent of all Brownsville Ascend students in tested grades who achieved proficiency. Thus, the school did not meet this measure. In a notable achievement, students in grades 3 and 4 exceeded the 75 percent threshold, achieving proficiency rates of 86.1 and 76.0 percent, respectively. In all but one grade, Brownsville Ascend attained at least 50 percent proficiency.

Performance on 2017-18 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	84.5%	110	86.1%	101
4	75.9%	112	76.0%	100
5	64.8%	108	66.0%	100
6	52.5%	118	51.7%	116
7	40.6%	106	41.2%	85
8	51.5%	99	51.7%	87
All	61.9%	653	62.6%	589

ADDITIONAL EVIDENCE

Brownsville Ascend's overall student performance in math increased, from 47.9 percent proficient in SY 2016-17 to 62.6 percent proficient in SY 2017-18, a gain of nearly 15 percentage points; over the two-year period from SY 2015-16 to SY 2017-18, the school increased its proficiency level by 24

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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points. Though grades 6-8 underperformed in comparison to their lower school peers, we are encouraged by these grades' significant growth this year: students improved their performance by 17 percentage points in grade 7, by 27 points in grade 6, and by 32.9 points in grade 8.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.6%	108	77.2%	101	86.1%	101
4	50.8%	122	68.6%	105	76.0%	100
5	30.0%	100	58.1%	136	66.0%	100
6	25.8%	89	24.7%	89	51.7%	116
7	21.5%	79	23.9%	88	41.2%	85
8	--	--	18.8%	80	51.7%	87
All	38.6%	498	47.9%	599	62.6%	589

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In mathematics, Brownsville Ascend achieved a PI of 160.5. MIP values were unavailable at the time of submission.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
653	16.7%	21.4%	30.9%	30.9%

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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 21.4 & + & 30.9 & + & 30.9 & = & 83.2 \\
 & & & & 30.9 & + & 30.9 & = & 61.8 \\
 & & & & & + & (.5)*30.9 & = & 15.5 \\
 & & & & & & \text{PI} & = & 160.5
 \end{array}$$

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.⁶

RESULTS AND EVALUATION

Brownsville Ascend's aggregate performance outpaced Community School District 23 by 32.3 percentage points. Thus, the school met this measure. Notably, Brownsville Ascend's grades 3 and 4 students outperformed their district peers by more than 42 percentage points in each grade, while grade 5 students outpaced district students by more than 30 points. Brownsville Ascend students in grades 6-8 outperformed their peers in CSD 23 by at least 16 points.

2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	86.1%	101	43.7%	1,104
4	76.0%	100	33.8%	1,119
5	66.0%	100	27.3%	1,180
6	51.7%	116	23.7%	1,073
7	41.2%	85	24.5%	1,111
8	51.7%	87	28.8%	1,045
All	62.6%	589	30.3%	6,632

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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ADDITIONAL EVIDENCE

Brownsville Ascend students have achieved an increase of 24 percentage points in mathematics proficiency from SY 2015-16 to SY 2017-18, compared to a 14.3-point growth in proficiency achieved by CSD 23 over the same period. Though in SY 2017-18 the district saw a higher increase in its overall proficiency than has been typical in recent years, Brownsville Ascend students continued to outperform their district peers in all tested grades. While district students in grades 3-5 have improved by 21.7 points, 16.8 points, and 17.3 points, respectively, since SY 2015-16, Ascend students in those grades have improved by 30.5 points, 25.2 points, and 36 points, respectively.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	55.6%	22%	77.2%	22.8%	86.1%	43.7%
4	50.8%	17%	68.6%	12.2%	76.0%	33.8%
5	30.0%	10%	58.1%	18.6%	66.0%	27.3%
6	25.8%	16%	24.7%	12.4%	51.7%	23.7%
7	21.5%	16%	23.9%	15.3%	41.2%	24.5%
8	--	--	18.8%	10.6%	51.7%	28.8%
All	38.6%	16%	47.9%	15.2%	62.6%	30.3%

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

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RESULTS AND EVALUATION

In SY 2016-17, Brownsville Ascend performed 19.4 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 0.98, thereby meeting the measure for performing better than expected to a large degree. Performance in grades 6-8 in SY 2016-17 was disappointing, resulting in a negative Effect Size in grades 6 and 7 and an Effect Size of less than 0.3 in grade 8. We expect that, based on the large gains in achievement made by those grades in SY 2017-18, each grade will perform meaningfully better than expected on next year's Effect Size measure.

2016-17 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	86.8	106	77	35.7	41.3	1.98
4	83.0	112	67	30.0	37.0	1.87
5	84.5	141	58	28.6	29.4	1.58
6	79.4	101	22	27.0	-5.0	-0.25
7	82.5	99	21	22.4	-1.4	-0.07
8	83.5	85	19	13.8	5.2	0.28
All	83.4	644	46.2	26.9	19.4	0.98

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Since SY 2014-15, Brownsville Ascend has maintained a positive overall Effect Size. The school has consistently increased its Effect Size over the past three years, increasing from 0.20 in SY 2014-15 to 0.98 in SY 2017-18.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-6	80%	438	33.6%	29.8%	0.20
2015-16	3-7	87%	498	38.6%	26.4%	0.59
2016-17	3-8	83.4%	644	46.3%	26.9%	0.98

Goal 2: Growth Measure⁷

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Brownsville Ascend achieved an unadjusted mean growth percentile of 59.7 in SY 2016-17, compared to the statewide median of 50.0. Thus, the school met this measure. The school’s mean growth percentile in grades 4, 5, and 8 was significantly above the statewide median; the grade 7 mean also exceeded the median. The mean percentile for grade 6 was below the median by 7.4 points.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	65.9	50.0
5	65.2	50.0
6	42.6	50.0
7	57.4	50.0
8	64.3	50.0
All	59.7	50.0

ADDITIONAL EVIDENCE

Brownsville Ascend’s overall unadjusted mean growth percentile has increased each year since 2014-15. In SY 14-15, one grade out of three achieved a mean percentile higher than the statewide median; in SY 16-17, four grades out of five achieved a mean percentile higher than the median.

Mathematics Mean Growth Percentile by Grade Level and School Year

⁸ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	43.5	67.0	65.9	50.0
5	44.0	44.5	65.2	50.0
6	68.5	52.0	42.6	50.0
7	--	42.5	57.4	50.0
8	--	--	64.3	50.0
All	51.0	53.0	59.7	50.0

SUMMARY OF THE MATHEMATICS GOAL

While the school did not meet the Accountability Plan’s first absolute measure of 75 percent proficiency, Brownsville Ascend students remain on a path toward continued progress in mathematics, and displayed notable academic achievements, particularly in the lower grades. Both grades 3 and 4 surpassed the 75 percent absolute proficiency threshold, and grade 5 came within nine points of meeting the goal.

The school is confident in the strength of the Ascend Common Core curriculum. Students in grades 3-5 continued an impressive trend of improvement since SY 2015-16. Students in those grades continue to outperform their district peers by considerable margins, attain levels of proficiency meaningfully greater than expected, and grow robustly year-over-year. Students in grades 6-8, who have historically performed more poorly than their lower school peers, showed significant gains in SY 2017-18. With a significant percentage of students on the cusp of proficiency, we are optimistic about continuing these positive trends.

Overall, the school has shown improvement towards attaining its mathematics this year, and has met all but one measures of performance. Still, work remains to ensure that recent positive trends in middle school student performance lead to continued gains and stronger levels of attainment. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff and cultural development at the middle school will contribute to more consistent progress and achievement towards this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Data not available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis	Met

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	controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 target of 50. (Using the 2016-17 results.)	Met

ACTION PLAN

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 implement Ascend's network-wide initiatives in SY 2018-19, which will assist in improving performance in mathematics and addressing areas of weakness.

The Continuous Monitoring of Student Work Initiative begun in SY 2015-16 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. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

The network's Strengthening Implementation of Responsive Classroom initiative will continue in SY 2018-19, representing a redoubling of the effort to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance.

In order to address weaker performance in the middle school grades and particularly in weaker cohorts, Ascend has shifted to a staffing model where three managing directors of school each oversee one tier of schools. Marsha Gadsden, who has been with the network for several years and knows Ascend's culture and curriculum deeply, will serve as the managing director of middle schools and will assist in increasing performance at the middle school grades.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Since SY 2014-15, Brownsville Ascend has implemented the Ascend Common Core curriculum. In SY 2017-18, the components of the science program included the following:

- MacMillan/McGraw-Hill's *A Closer Look* science program was selected as the curriculum for the lower school because of its strong Common Core alignment, integration of rich content with well-conceived inquiry experiments, and vibrant, engaging textbooks. An independent study of St. Louis Public Schools (which are deploy 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 original 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 (SEPUP)*, 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 in terms of fostering subject knowledge, inquiry skills, engagement, and approaches to decision-making and solving issues. Ascend-created units on topics related to health and nutrition have been integrated into the program.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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 AND EVALUATION

Brownsville Ascend grade 4 and grade 8 students enrolled in at least their second year achieved 74.9 percent proficiency. Thus, the school was just short of meeting this measure, by 0.1 percentage points. Grade 4 results were particularly strong, where students achieved 97.0 percent proficiency.

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Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested
4	97.0%	99
8	48.8%	84
All	74.9%	183

ADDITIONAL EVIDENCE

Brownsville Ascend's grade 4 students have maintained consistently high levels of proficiency over recent years. SY 2016-17 was the first year Brownsville Ascend administered the 8th grade science exam, and grade 8 students performed similarly in both years. The overall proficiency of Brownsville Ascend students has remained stable in the last two years, decreasing by only 0.2 percentage points this year to 74.9 percent.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.5%	120	94.3%	105	97.0%	99
8	--	--	50.0%	80	48.8%	84
All	97.5%	120	75.1%	185	74.9%	183

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

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RESULTS AND EVALUATION

Compared to the most recent district science exam data available (from SY 2016-17) Brownsville Ascend students' overall proficiency rate surpassed that of their district peers, by 23.8 percentage points, and in each tested grade; therefore, the school met the measure.

2017-18 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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.0%	99	71.9%	720
8	48.8%	84	30.3%	578
All	74.9%	183	51.1%	1,298

ADDITIONAL EVIDENCE

While results for science are not yet available for CSD 23 in SY 2016-17, Brownsville Ascend's performance compared to overall CSD performance in previous years has been strong. In SY 2015-16 and SY 2016-17, Brownsville students have posted numbers more than 22 percentage points higher than their CSD peers overall. When compared to the most recent available data for grade 8 students in CSD 23 (from SY 2016-17), Brownsville Ascend students in SY 2017-18 outperformed the district by 21.9 points.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	91.0%	64%	97.5%	73%	97.0%	n/a
8	--	--	50.0%	33%	48.8%	n/a
All	91.0%	64%	75.1%	53%	74.9%	n/a

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 23 for SY 2017-18, Brownsville Ascend students in grade 4 attained excellence in science and grade 8 students maintained their performance from the previous school year. The school met the second measure for success in science, and came just short of the 75 percent threshold for meeting the first measure.

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

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Type	Measure	Outcome
Absolute	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 examination.	Did not meet
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

ACTION PLAN

Brownsville Ascend will maintain its current levels of proficiency in science in grade 4 by building upon successful systems already in place.

In the middle school grades, the network's curriculum and instruction team will in school year 2018-19 provide science teachers with scripted lesson plans aligned to the standards-based Science Education for Public Understanding Program (SEPUP). These lesson plans will lead to consistent, high-quality science lessons in the middle school grades across all Ascend schools.

GOAL 4: ESSA

Goal 4: ESSA

To achieve an Accountability Status of good standing.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

ESSA MIP targets for student subgroups have not yet been released as of this submission. Therefore, Brownsville Ascend is not yet able to report on its ESSA accountability status for 2017-18.

ADDITIONAL EVIDENCE

The school missed its Annual Year Progress goal for students with disabilities in English language arts for the second time in SY 2016-17, resulting in a loss of good standing.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Not in Good Standing
2017-18	Not available