



Brownsville Ascend Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Dylan Schaffer

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Dylan Schaffer, planning and external affairs manager for Ascend Learning, prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Stephanie Mauterstock	Chair
Shelly Cleary	Treasurer
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Kwaku Andoh	Trustee
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Glenn Hopps	Trustee
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Billie Quigley has served as lower school director since July 2018.

Lauren Kinrich has served as middle school director since July 2019.

The mission of all Ascend schools 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 the children of 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. Eighth 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) 2018-19, 85 percent of Brownsville Ascend students qualified for free or reduced-priced lunch, 97 percent were black or Latino, 14 percent were special education students, and one percent were English language learners.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2018-19	103	115	123	121	118	110	119	121	120					1,050

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

Brownsville Ascend implements the Ascend Common Core curriculum. In SY 2018-19, the components of the English language arts program included:

- *Phonics* (kindergarten through grade 2). *Foundations* is a phonological/phonemic awareness, phonics, and spelling program for the general education classroom. *Foundations* is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.

The Ascend teacher will deliver one 30-minute *Foundations* whole-class lesson each day. *Foundations* lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during story-time activities. Furthermore, targeted small group intervention is available for struggling students.¹

- *Read Aloud* sessions with students in grades K-2 occur daily through the first term of grade 2 with the class gathered on a rug while the teacher reads a carefully selected high-quality text and provides a model of fluent, expressive reading which helps children recognize the value of reading for pleasure. Read Aloud promotes vocabulary acquisition, models the habits of a skilled reader, and supports deep discussion of excellent texts through strategic “turn and talks.”
- *Writing* (kindergarten through grade 4). Students will study writing—which also includes grammar instruction—for 45 minutes four times per week from kindergarten through the grade 2, then three times per week in grades 3 and 4. 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 Teacher’s 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.
- *Guided Reading* (kindergarten through grade 4). Guided Reading, taught in small, leveled groups, has been at the center of the schools’ ELA program since 2010; it is deployed five times per week, for 60 minutes in grades K-2 and 45 minutes in grades 3-4. During Guided Reading period, students are divided into leveled groups of six to eight students. Homogeneous groups—defined by students’ reading level or specific skill deficits—meet with teachers who guide the students through reading a text of the appropriate level; when not meeting with a teacher, students read independently. Teachers will continue to use the Ascend Guided Reading lesson plan templates and existing lesson plans that have been developed over the last three years. The schools carefully track each student’s individual reading progress through use of the STEP assessments, developed by the University of Chicago; STEP, or Strategic Teaching and Evaluation of Progress, is an acclaimed system designed to help students from Pre-K to third grade learn to read.

In class libraries, books are organized by level and by subject, so that teachers can match students quickly to books appropriate to their STEP level and emerging curiosities.

¹ This text has been adapted from the publisher’s description at <http://www.foundations.com>.

- *Literature Circle* (grade 3 through grade 4). In the Ascend-developed Literature Circle program, piloted in school year 2012-13 and now in all Ascend schools, teachers help students to mine the deepest meaning of the finest children's literature. The Ascend literacy team has carefully chosen books of the highest quality and literary complexity, balancing fiction and non-fiction; Ascend has sequenced these anchor texts to align with E.D. Hirsch's Core Knowledge history and geography sequence. Books are selected for their capacity to intrigue students by posing genuine ethical dilemmas or addressing conflicts or longings in their lives. Students develop the habits of excellent readers, build reading comprehension skills, build their base of core knowledge, learn how to express and exchange ideas, and most importantly, discover a love for great books.
- *Shared Text* (grades 2, term 2 through grade 8). In the Shared Text component, deployed three times per week for 45 minutes, the teacher models the habits of a skilled reader, and leads students briskly to the meaning of a short complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. In the lower school, shared text is a companion component to Literature Circles. Shared Text includes fiction, non-fiction, and poetry texts.
- *Humanities (grades 5-8)*. Beginning in grade 5, students participate in Ascend's humanities, writing, and arts program for two periods a day. Excellent critical thinking, close-reading, writing, arts appreciation, and public speaking skills are the primary goals of the program. Modeled on the practices of the city's finest private and selective public schools, the program develops the individual voice and reading sensibility of each Ascend student with a customized syllabus that includes a cross-cultural selection of classic literature.

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 school year 2018-19 the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work (K-8), (3) Strengthening Implementation of Responsive Classroom (K-8).

The intended outcomes of the Early Literacy initiative were to 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.

The intended outcomes of the Continuous Monitoring initiative were to improve student reading and math achievement by improving 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.

Through the Responsive Classroom initiative, we sought to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance. Improvement will be measured by positive responses to staff and student survey questions on order, discipline, and respect, and by improvements in reading and math achievement.

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 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	117	0	0	0	1	118
4	112	1	0	0	3	116
5	106	2	0	0	2	110
6	109	0	0	0	0	109
7	118	0	0	0	1	119
8	112	0	0	2	3	117
All	674	3	0	0	10	687

RESULTS AND EVALUATION

Sixty-one percent of Brownsville Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 2018-19, compared to 58.9 percent of all tested students who achieved proficiency. Brownsville Ascend thus did not meet this absolute measure; however, students in grade 4 did exceed the 75-percent proficiency threshold, and students in grade 3 approached the threshold with 72.6 percent proficient. In five of six tested grades, Brownsville Ascend students exceeded 50-percent proficiency. In seventh grade, students performed below their peers with 47.2 percent proficient; we will monitor this cohort closely going forward to ensure it attains proficiency levels more similar to its peer cohorts.

Performance on 2018-19 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	70.1%	117	72.6%	106
4	74.1%	112	75.3%	97
5	56.6%	106	60.4%	91
6	55.0%	109	57.5%	87
7	46.6%	118	47.2%	108
8	50.9%	112	53.1%	96
All	58.9%	674	61.0%	585

ADDITIONAL EVIDENCE

Student performance in ELA at Brownsville Ascend has improved by 18.1 percentage points overall from 42.9 percent proficient in SY 2016-17 to 61.0 percent in SY 2018-19. While grade 5 proficiency levels declined just slightly from SY 2017-18 to SY 2018-19, this grade still shows a 12.3-percentage point increase since SY 2016-17. Every grade level has shown significant proficiency increases since SY 2016-17, ranging from 12.3 points in grade 5 to 32.8 points in grade 6.

² 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.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	54.7%	95	60.8%	97	72.6%	106
4	62.1%	103	61.5%	96	75.3%	97
5	48.1%	133	60.6%	99	60.4%	91
6	24.7%	85	55.7%	115	57.5%	87
7	29.7%	88	35.3%	85	47.2%	108
8	38.8%	79	42.0%	88	53.1%	96
All	42.9%	583	53.3%	580	61.0%	585

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 2018-19 English language arts MIP for all students of 105. 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

Brownsville Ascend achieved a PI of 157.1, exceeding the MIP value of 105 and thereby meeting the measure.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
674	11.1	30.0	40.2	18.7

$$\begin{aligned}
 \text{PI} &= 30.0 + 40.2 + 18.7 = 88.9 \\
 &+ 40.2 + 18.7 = 58.9 \\
 &+ (.5) * 18.7 = 9.3 \\
 \text{PI} &= 157.1
 \end{aligned}$$

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS AND EVALUATION

Brownsville Ascend's aggregate performance on the NYS English language arts exams outpaced that of Community School District 23, Brownsville Ascend's home district, by 34.1 percentage points in SY 2018-19. Thus, the school met this measure. The school exceeded district performance in every tested grade by between 18.2 points in grade 8 up to 48.9 points in grade 4.

2018-19 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	72.6%	106	31.5%	676
4	75.3%	97	26.4%	711
5	60.4%	91	23.3%	662
6	57.5%	87	24.6%	781
7	47.2%	108	20.6%	787
8	53.1%	96	34.9%	783
All	61.0%	585	26.9%	4,400

ADDITIONAL EVIDENCE

Since SY 2016-17, Brownsville Ascend students have outpaced CSD 23 students by increasing overall margins, and in each grade. As CSD 23 performance decreased significantly from SY 2017-18 to SY 2018-19, Brownsville Ascend performance increased by nearly eight percentage points. While grade 7 students at Brownsville Ascend only slightly overperformed their district peers in SYs 2016-17 and

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](#).

2017-18, we are pleased that grade 7 students at Brownsville Ascend made significant gains again this year and exceeded the district by nearly 27 points.

**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 District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	54.7%	22.0%	60.8%	39.6%	72.6%	31.5%
4	62.1%	17.1%	61.5%	41.2%	75.3%	26.4%
5	48.1%	16.5%	60.6%	29.6%	60.4%	23.3%
6	24.7%	14.1%	55.7%	37.0%	57.5%	24.6%
7	29.7%	24.5%	35.3%	32.3%	47.2%	20.6%
8	38.8%	33.2%	42.0%	45.9%	53.1%	34.9%
All	42.9%	21.5%	53.3%	37.5%	61.0%	26.9%

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2017-18, Brownsville Ascend performed 16.4 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 0.92, thereby meeting the measure for performing better than expected to a large degree. All grades achieved a positive Effect Size, and all but one achieved a positive Effect Size greater than 0.3 in SY 2017-18.

2017-18 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	81.7	109	60.6	41.6	18.9	1.05
4	80.7	112	58.9	39.2	19.7	1.02
5	79.3	108	60.2	28.5	31.7	1.95
6	81.8	118	55.1	38.4	16.7	0.89
7	87.4	108	33.3	27.6	5.7	0.34
8	85.5	100	42.0	37.6	4.4	0.23
All	82.7	655	51.9	35.5	16.4	0.92

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

ADDITIONAL EVIDENCE

Since SY 2015-16, Brownsville Ascend has achieved positive and steadily increasing Effect Sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-7	86.4	503	39.5	24.8	0.84
2016-17	3-8	83.4	645	42.9	28.0	0.87
2017-18	3-8	82.7	655	51.9	35.5	0.92

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 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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a

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

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁵

RESULTS AND EVALUATION

In SY 2017-18, Brownsville Ascend achieved a mean growth percentile of 49.5, compared to the statewide median of 50.0, falling just short of the target and meeting the measure. The mean growth percentile for all but one grade exceeded the target; grade 6 did not meet the target.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.1	50.0
5	54.8	50.0
6	39.4	50.0
7	53.8	50.0
8	51.2	50.0
All	49.5	50.0

ADDITIONAL EVIDENCE

This is the first year that Brownsville Ascend has not met its growth target.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	64.6	60.2	50.1	50.0
5	43.5	57.0	54.8	50.0
6	48.7	37.7	39.4	50.0
7	49.6	51.7	53.8	50.0
8	--	50.5	51.2	50.0
All	52.8	52.1	49.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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

The strong performance of students in grades 3 and 4 in absolute measures and in comparison to district peers represents the strength of Ascend’s Common Core curriculum and educational program. In the middle school grades, we are encouraged by the continued growth of students in grades 6, 7, and 8, who are now attaining levels of proficiency similar to their peers across Ascend, and far exceeding the performance of their district peers. The school’s students continues to

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

perform than those of similar economic disadvantage statewide, and exceed the statewide growth target in all but one grade.

Overall, the school has shown improvement towards attaining its English language arts goal in this accountability period, though much work remains to ensure all students can achieve high levels of attainment.

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.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.)	Did not meet

ACTION PLAN

Through the next accountability period, 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 effect Ascend's network-wide initiatives in SY 2019-20: Strengthening Foundations in Reading in grades K-2, Closing the Gap in grades 5-8, the Continuous Monitoring of Student Work in K-8, and Launching Strong and Refining the Ascend Culture in K-8. These initiatives represent the continuation and refinement of initiatives begun in previous school years at Ascend.

Network-wide, Ascend will focus in SY 2019-20 on improving reading instruction in grades K-2, in order to ensure students are armed with the foundational reading skills necessary to succeed in the upper grades. As part of this initiative, Ascend's curriculum and instruction team (CIT) will focus its supports to the schools on phonics instruction and will continue to promote high-quality guided reading instruction. Additionally, the school will set incremental targets for phonics unit tests to ensure the school meets its end-of-year goal. School directors and network leaders will devote time to observing guided reading and phonics lessons on network-wide implementation visits, and will provide feedback and targeted interventions to the schools based on the results of these observations. Finally, schools have shifted from STEP assessments to F&P assessments in reading in order to improve the way reading assessment data leads to teacher-led instructional adjustments and interventions. Schools will establish new end-of-year reading targets for F&P assessments after the first round of the assessment is administered in late September.

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.

In grades 5-8, in the effort to close the gap and ensure all students are learning and achieving, we will focus on implementing with rigor and fidelity Leveled Literacy Intervention for students reading significantly below grade level; create, train, and implement a modifications manual to ensure all students have access to tier 1 curriculum at the middle school level, and adjust scheduling guidelines to allow students reading significantly below grade level to receive Shared Text instruction in smaller groups with texts closer to their grade level.

The network's initiative related to strong school launches and refining Ascend's distinctive culture will establish the Ascend vision for school culture. Schools' managing directors will explicitly define excellence in Ascend student culture through a new student culture rubric and will consistently observe school routines and deans of students' referrals. School directors were trained throughout Summer Institute on whole school routines and procedures, and will continue to train on and practice these procedures through the first few weeks of schools. These cultural refinements will contribute meaningfully to increased academic performance across all grades.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Brownsville Ascend implements the Ascend Common Core curriculum. In SY 2018-19, mathematics curriculum and instruction was structured as follows:

Math in the lower school will be taught daily in two periods of 45 minutes each on Monday through Thursday, and one 45-minute period on Friday, covering the following components of math instruction:

- The first math period per day (Monday-Friday) covers *Math Workshop*. Our math program is built on the Launch, Explore, Discuss (LED) model, deployed in Math Workshop. In the LED 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).
- The second period (Monday-Thursday) covers both *Number Stories* and *math fluency*. In Number Stories, an Ascend-developed program, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. When they see the approaches other scholars

devise, they learn that there isn't one "right" way to solve a problem. When they then grasp the logic that bridges the several approaches, they deepen their understanding of essential concepts—and behold math's beauty. In preparing for Number Stories lessons, teachers anticipate methods of varying sophistication that students will use to solve the problem. Teachers track the levels of individual students and facilitate the advancement of each scholar to the next level. Taught using Cognitively Guided Instruction (CGI), Number Stories was launched throughout the Ascend network in spring 2014.

For approximately 10 minutes a day, students will practice math routines to build automaticity and fluency in computation.

In the middle school, one 90-minute math period per day will be deployed for the EngageNY math sequence, which also uses the Launch, Explore, Discuss model. This edition is highly aligned with the Common Core Learning Standards.

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 school year 2018-19 the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work (K-8), (3) Strengthening Implementation of Responsive Classroom in grades K-8.

The intended outcomes of the Early Literacy initiative were to 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.

The intended outcomes of the Continuous Monitoring initiative were to improve student reading and math achievement by improving 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.

Through the Responsive Classroom initiative, we sought to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance. Improvement will be measured by positive responses to staff and student survey questions on order, discipline, and respect, and by improvements in reading and math achievement.

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 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	117	0	0	0	1	118
4	114	0	0	0	2	116
5	106	2	0	0	2	110
6	109	0	0	0	0	109
7	117	2	0	0	0	119
8	112	6	0	0	0	118
All	675	10	0	0	5	690

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.

RESULTS AND EVALUATION

Seventy-three percent of Brownsville Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 2018-19, compared 69.8 percent of all Brownsville Ascend students in tested grades achieved proficiency, falling just short of the overall 75-percent proficiency threshold. Performance was notably strong in grades 3, 4, and 5, where students exceeded the absolute measure by achieving more than 75-percent proficiency. The middle school grades (6, 7, and 8) also attained high levels of proficiency, between 57.9 percent and 71.9 percent.

Performance on 2018-19 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	80.3%	117	81.1%	106
4	83.3%	114	86.9%	99
5	72.6%	106	76.9%	91
6	56.9%	109	63.2%	87
7	56.4%	117	57.9%	107
8	68.8%	112	71.9%	96
All	69.8%	675	73.0%	586

ADDITIONAL EVIDENCE

Since SY 2016-17, Brownsville Ascend has have steadily improved its overall proficiency rate, for a total growth of 24.9 percentage points over the two-year period. In notable achievements, grade 6, 7, and 8 continued with a second year of impressive gains, for a growth of nearly 30 points in grade 6, nearly 35 points in grade 7, and more than 40 points in grade 8 since SY 2016-17.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	77.1%	96	84.5%	98	81.1%	106
4	69.9%	103	75.9%	96	86.9%	99
5	57.9%	133	64.8%	99	76.9%	91
6	25.9%	85	52.5%	116	63.2%	87
7	23.3%	86	41.0%	83	57.9%	107
8	19.0%	79	51.5%	87	71.9%	96
All	48.1%	582	62.0%	579	73.0%	586

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 2018-19 mathematics MIP for all students of 107. 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

Brownsville Ascend achieved a PI of 176.8, exceeding the MIP value of 107 and thereby meeting the measure.

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
675	12.3	17.9	31.1	38.7

PI	=	17.9	+	31.1	+	38.7	=	87.7
				31.1	+	38.7	=	69.8
					+	(.5)*38.7	=	19.3
						PI	=	176.8

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.⁷

⁷ 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](#).

RESULTS AND EVALUATION

Brownsville Ascend's aggregate performance outpaced Community School District 23 by nearly 50 percentage points. Thus, the school met the measure. Brownsville Ascend students also outperformed their district peers in every grade in SY 2018-19 by at least 50 points in four of six tested grades and by at least 30 points in the remaining two grades.

2018-19 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	81.1%	106	27.7%	690
4	86.9%	99	23.8%	714
5	76.9%	91	22.0%	673
6	63.2%	87	23.6%	775
7	57.9%	107	23.5%	786
8	71.9%	96	19.1%	607
All	73.0%	586	23.4%	4,245

ADDITIONAL EVIDENCE

While students in CSD 23 have shown an 8.2-percentage-point improvement in proficiency over two years, Brownsville Ascend students have improved by 24.9 points in the same time frame. Since SY 2016-17, Brownsville Ascend has outperformed CSD 23 in every tested grade by increasing margins.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	77.1%	22.8%	84.5%	43.7%	81.1%	27.7%
4	69.9%	12.2%	75.9%	33.8%	86.9%	23.8%
5	57.9%	18.6%	64.8%	27.3%	76.9%	22.0%
6	25.9%	12.4%	52.5%	23.7%	63.2%	23.6%
7	23.3%	15.3%	41.0%	24.5%	57.9%	23.5%
8	19.0%	10.6%	51.5%	28.8%	71.9%	19.1%
All	48.1%	15.2%	62.0%	30.3%	73.0%	23.4%

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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2017-18, Brownsville Ascend performed 29.0 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 1.42, thereby meeting the measure for performing better than expected to a large degree. All tested grades performed better than expected to a large degree in SY 2017-18.

2017-18 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	81.7	110	84.5	44.5	40.0	1.94
4	80.7	112	75.9	38.4	37.5	1.79
5	79.3	108	64.8	33.6	31.2	1.69
6	81.3	118	52.5	32.1	20.4	1.00
7	87.4	106	40.6	25.5	15.1	0.72
8	85.5	99	51.5	21.7	29.8	1.39
All	82.7	653	61.9	32.9	29.0	1.42

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Brownsville Ascend has, in each of the past three years, performed better than expected to a meaningful degree. The school's Effect Size has increased since steadily SY 2015-16.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-7	86.4	498	37.5	26.7	0.52
2016-17	3-8	86.4	644	46.3	26.9	0.98
2017-18	3-8	82.7	653	61.9	32.9	1.42

Goal 2: Growth Measure⁸

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

Brownsville Ascend achieved a mean growth percentile of 60.2 in SYSY 2017-18, compared to the statewide median of 50.0. Thus, Brownsville Ascend met the measure. All but one grade’s mean percentile at Brownsville Ascend exceeded the statewide median.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	59.2	50.0
5	51.6	50.0
6	46.0	50.0
7	71.8	50.0
8	76.7	50.0
All	60.2	50.0

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

Brownsville Ascend’s mean growth percentile has exceeded by increasing margins the statewide median for the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	66.7	65.9	59.2	50.0
5	44.5	65.2	51.6	50.0
6	51.4	42.6	46.0	50.0
7	43.0	57.4	71.8	50.0
8	--	64.3	76.7	50.0
All	53.1	59.7	60.2	50.0

SUMMARY OF THE MATHEMATICS GOAL

Brownsville Ascend students displayed notable academic achievements overall and at each grade level in SY 2018-19, with the school falling just short of the 75-percent absolute proficiency threshold and meeting all other accountability goals in mathematics.

The school is confident in the strength of the Ascend Common Core curriculum, as evidenced by students in three grades achieving impressive proficiency levels of over 75 percent in SY 2018-19, and students in the middle school grades making significant gains in recent years. Brownsville Ascend students across all tested grades once again outperformed their district peers by large margins. Over the past two years, cohorts achieved proficiency gains in nearly every instance, resulting in a steadily mean growth percentile that exceeds the statewide median. Relative to similarly economically disadvantaged students across the state, Brownsville Ascend students improved their performance markedly in SY 2017-18, performing better than expected to a large degree at every grade level.

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.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Met
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ACTION PLAN

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

Brownsville Ascend will effect Ascend’s network-wide initiatives in SY 2019-20: Strengthening Foundations in Reading in grades K-2, Closing the Gap in grades 5-8, the Continuous Monitoring of Student Work in K-8, and Launching Strong and Refining the Ascend Culture in K-8. These initiatives represent the continuation and refinement of initiatives begun in previous school years at Ascend.

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.

In grades 5-8, in the effort to close the gap and ensure all students are learning and achieving, we will create, train, and implement a modifications manual to ensure all students have access to tier 1 curriculum at the middle school level, adjust scheduling guidelines to for additional student interventions, and implement year-round after-school math intensives three times per week for at least students in grade 5, in an effort to remedy the general trend of declines in achievement from grade 4 to grade 5.

The network’s initiative related to strong school launches and refining Ascend’s distinctive culture will establish the Ascend vision for school culture. Schools’ managing directors will explicitly define excellence in Ascend student culture through a new student culture rubric and will consistently observe school routines and deans of students’ referrals. School directors were trained throughout Summer Institute on whole school routines and procedures, and will continue to train on and practice these procedures through the first few weeks of schools. These cultural refinements will contribute meaningfully to increased academic performance across all grades.

GOAL 3: SCIENCE

Goal 3: Science
Brownsville Ascend Charter School Students will meet grade level expectations in science.

BACKGROUND

Brownsville Ascend implements the Ascend Common Core curriculum. In SY 2018-19, science curriculum was structured as follows:

- In the lower school, Ascend’s original inquiry-based science program derives from the MacMillan/McGraw-Hill’s *A Closer Look* science program, which was selected for its strong Common Core alignment, integration of rich content with well-conceived inquiry experiments, and vibrant, engaging textbooks. The program’s goal is to provide all students with a solid foundation in science literacy. Students develop their ability to observe, describe, compare, inquire, and evaluate while studying the “big ideas” and essential core concepts of science. The program was developed to meet the requirements and expectations established in both the National Science Education Standards and in the Benchmarks for Science Literacy.

Each year students begin with an introduction to the work of scientists currently studying real world concerns. Every unit reflects the broad science content standard, beginning with the “big idea” question and where each lesson supports a particular aspect of that question. Each grade level contains two complete units on Life Science, Earth Science, and Physical Science.

- 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*.

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 fourth and eighth grade in spring 2019. 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

Seventy-five-point-five percent of Brownsville Ascend students in grades 4 and 8 were found proficient on the New York State science exam in SY 2018-19. Therefore, the school met the measure. Students in grade 4 performed particularly well, with 94.9 percent of students achieving proficiency.

**Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	94.9%	99
8	55.7%	97

All	75.5%	196
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Brownsville Ascend’s grade 4 students have maintained consistently high levels of proficiency over the past three years. Eighth grade proficiency rose by nearly seven percentage points from SY 2017-18 to SY 2018-19, narrowing the gap with their lower school peers. Brownsville Ascend will continue to work to improve proficiency levels for grade 8 students in science.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	94.3%	105	97.0%	99	94.9%	99
8	50.0%	80	48.8%	84	55.7%	97
All	75.1%	185	74.9%	183	75.5%	196

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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

RESULTS AND EVALUATION

Compared to the most recent district science exam data available (from SY 2017-18), Brownsville Ascend students’ proficiency rate surpassed that of their district peers, by more than 20 percentage points. Therefore, the school met the measure.

**2018-19 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 ¹⁰

¹⁰ This table uses the prior year’s results as 2018-19 district science scores are not yet available.

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94.9%	99	72.9%	676
8	55.7%	97	30.1%	558
All	75.5%	196	53.5%	1,234

ADDITIONAL EVIDENCE

While district results for science are not yet available in SY 2018-19, Brownsville Ascend’s performance compared to overall CSD 23 performance in previous years has been strong.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	97.5%	73%	97.0%	72.9%	94.9%	--
8	50.0%	33%	48.8%	30.1%	55.7%	--
All	75.1%	53%	74.9%	53.5%	75.5%	--

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 23 for SY 2018-19, Brownsville Ascend students continue to attain excellence in science, indicating the strength of the Ascend science curriculum. Brownsville Ascend students have outperformed their CSD peers in previous years—a trend that will likely continue in SY 2018-19 given the school’s continued strong performance.

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

ACTION PLAN

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

To prepare students for success in science in the middle school grades and on the grade 8 New York State exam, the network’s curriculum and instruction team will continue to work with deans of instruction and science teachers to strengthen implementation of the middle school curriculum. They will continue to refine scripted lesson plans aligned to the standards-based Science Education for Public Understanding Program (SEPUP).

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

The school remained in good standing in SY 2018-19.

ADDITIONAL EVIDENCE

After a year of falling out of good standing under previous regulations in SY 2016-17, the school has remained in Good Standing since SY 2017-18.

Accountability Status by Year

Year	Status
2016-17	Not in Good Standing
2017-18	Good Standing
2018-19	Good Standing