



BUSHWICK ASCEND  
LOWER SCHOOL



BUSHWICK ASCEND  
MIDDLE SCHOOL

## **Bushwick Ascend Charter School**

# **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Masci

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Senior Manager of Strategic Initiatives for Ascend Learning, prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name    | Board Position                            |                                      |
|-------------------|---|--------------------------------------|
|                   | Office (e.g. chair, treasurer, secretary) | Committees (e.g. finance, executive) |
| Nadine Sylvester  | Co-Chair                                  | Academic                             |
| Stanley Taylor    | Co-Chair                                  | Hiring, Nominating                   |
| Shelly Cleary     | Treasurer                                 | Academic, Finance                    |
| Emmanuel Fordjour | Secretary                                 | Hiring, Nominating                   |
| Janai Jeter       | Trustee                                   | Academic, Hiring                     |
| Gamal Walker      | Trustee                                   | Finance                              |
| Jackie Wilson     | Trustee                                   | Hiring, Nominating                   |

**Lisa Roach has served as lower school principal since July 2022.**

**Inan Barrett has served as middle school principal since July 2022.**

## SCHOOL OVERVIEW

Bushwick Ascend Charter School (Bushwick Ascend) opened in 2010. Ascend schools exist to serve every student – to help them embody their inherent excellence by providing rich, joyful learning experiences that unlock a life of boundless choice. Our schools honor, nurture, and challenge the whole child. We foster critical thinking skills and a love of learning through our inquiry-based learning approach, Responsive Classroom model, and anti-racist education. We are deeply committed to advancing educational equity for all of our students. Bushwick Ascend serves students in grades K-8 and comprises Bushwick Ascend Lower School (BWLS), serving grades K-4, and Bushwick Ascend Middle School (BWMS), serving grades 5-8. Students may attend Brooklyn Ascend High School (BAHS) for grades 9-12. As of BEDS Day in school year 2021-22 (SY22), Bushwick Ascend enrolled 828 students.

Bushwick Ascend is located in New York City Community School District 32 (CSD 32). In SY22, 71.2 percent of Bushwick Ascend students were eligible for free and reduced-priced lunch, 92.8 percent were black or Latino, 13.9 percent were special education students, and 13.7 percent were English language learners.

## ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year |     |     |     |     |     |    |    |    |    |   |    |    |    |       |
|--|-----|-----|-----|-----|-----|----|----|----|----|---|----|----|----|-------|
| School Year                                      | K   | 1   | 2   | 3   | 4   | 5  | 6  | 7  | 8  | 9 | 10 | 11 | 12 | Total |
| 2017-18  | 101 | 112 | 113 | 108 | 106 | 77 | 76 | 88 | 69 |   |    |    |    | 850   |
| 2018-19  | 112 | 112 | 110 | 115 | 116 | 71 | 80 | 71 | 79 |   |    |    |    | 866   |
| 2019-20  | 123 | 112 | 106 | 122 | 109 | 85 | 86 | 87 | 78 |   |    |    |    | 908   |
| 2020-21  | 102 | 119 | 108 | 108 | 121 | 82 | 95 | 84 | 76 |   |    |    |    | 895   |
| 2021-22  | 89  | 99  | 103 | 106 | 94  | 93 | 79 | 84 | 81 |   |    |    |    | 828   |

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

Bushwick Ascend implements the Ascend Common Core curriculum, which includes the following English Language Arts components:

Fundations, a program for phonemic awareness, fluency, vocabulary, and comprehension, is used 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 composed of 66 percent black or Latino students. The study found that

the system expedites grade-level reading improvement among elementary school students who previously struggled to achieve appropriate reading level growth.

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. 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.

Interactive Read Aloud sessions with students in grades K-2 occur five times per week. The class gathers 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 texts through "turn and talks." Beginning in SY21, new Read Aloud texts were selected to provide more culturally diverse content, as well as content that pertains to social justice.

Over the next few years, literacy at Ascend will shift towards the Science of Reading, which, supported by years of research, promotes five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In the 2022-23 school year, we will pilot three Science of Reading-aligned programs at various schools across our network to judge their efficacy across grades K - 2. Bushwick Ascend will pilot the OnYourMark 1:1 tutoring program.

Ascend's Literature Circle program in grades 3 and 4, influenced by a similar program at Success Academy Charter Schools and Icahn Charter Schools, promotes student discussion as teachers help students mine the deepest meaning of fine children's literature and develop the habits of excellent readers, all while building skills in reading comprehension and seminar-style discussion. In Literature Circle, each student has a copy of the text, and students read sections of the text both together and independently. Students are also assigned written work as a component of this literacy block.

One of our goals for upper elementary school students is to increase their knowledge of the world to better prepare them for the rigors of middle school social studies. To this end, in school year 2022-23, Ascend third and fourth graders will engage with a humanities program from the Lavinia Group. Insight Humanities uses a multicultural, project-based curriculum that integrates reading, writing, and social studies. Teachers are provided with everything they need to successfully teach: a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.

Guided Reading is taught in small groups of students who are on the same reading level, as determined by the Fountas and Pinnell (F&P) Benchmark Assessment System. Teachers serve as skilled facilitators, providing explicit teaching and support for reading increasingly challenging texts. These texts are at students' instructional reading level and students read the whole text. In Guided Reading, teaching is responsive to individual student strengths and needs. Each Guided Reading session addresses skill gaps identified through the previous session, whether in the area of decoding, fluency, or comprehension. Data collected from the F&P Benchmark

Assessment is used to inform instruction for each Guided Reading lesson. In SY22, Ascend expanded this component to all middle school grades.

In the Shared Text component, implemented in grades 2-8 and modeled after a similar close reading program at Success Academy Charter Schools, the teacher leads students to understand and then write about the deeper meaning of a short, complex text. Students then answer Common Core-style comprehension questions. Texts fall into a range of genres including fiction, non-fiction, and poetry. Due to the difficulties of adapting this model to a remote environment, this component was temporarily removed from the middle school curriculum during the pandemic; it will resume in SY22. Middle school students on or above grade level will receive Shared Text instruction for 30 minutes per day, four days per week during targeted intervention blocks; students below grade level will receive Guided Reading instruction (described below) during these blocks.

Ascend's middle school reading program, which begins in grade five, is the natural successor to the lower school's Literature Circle program. Using a diverse selection of engaging texts, students practice applying their close reading skills with the goal of arriving at the deepest level of meaning of any text. In a departure from previous years' focus on solely mastering 'what happened' in each text, the re-envisioned program provides students with multiple opportunities to practice their reading skills in different contexts, moving them closer to reading proficiency. The course emphasizes the importance of critical thinking skills and students' abilities to apply them, rather than mere memorization of the plot of each core novel. In SY21, changes were made to the ELA reading lists to diversify characters and authors. In each grade, a social justice unit was added, focused on either a narrative, informational, or opinion text.

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, F&P 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.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

In SY22, all Ascend schools returned to full in-person instruction. We plan to operate fully in-person in SY23 and succeeding years.

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 3 through 8 grades in spring 2022. 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).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>1</sup> |     |        |              | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|--------------|----------------|
|       |              | IEP                     | ELL | Absent | Other reason |                |
| 3     | 100          | 0                       | 0   | 0      | 0            | 100            |
| 4     | 92           | 0                       | 0   | 0      | 0            | 92             |
| 5     | 92           | 0                       | 0   | 0      | 0            | 92             |
| 6     | 71           | 0                       | 0   | 0      | 2            | 73             |
| 7     | 83           | 0                       | 0   | 0      | 0            | 83             |
| 8     | 78           | 0                       | 0   | 0      | 0            | 78             |
| All   | 516          | 0                       | 0   | 0      | 2            | 518            |

### RESULTS AND EVALUATION

While Bushwick Ascend fell short of the absolute ELA measure this year, we did see indications of achievement. 6<sup>th</sup> graders, for example, exceeded the measure, while 7<sup>th</sup> and 8<sup>th</sup> graders approached it. Though overall ELA achievement fell short, the above successes indicate that our strategic adaptations during SY22 did improve student learning. These adaptations include beginning the school year earlier than usual, increasing small-group instructional time, re-pacing the curriculum to expand opportunities for differentiation, and bolstering our investment in student mental health.

Performance on 2021-22 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      | 35.0%              | 100           | 37.4%                                  | 91            |

<sup>1</sup> 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |       |     |       |     |
|-----|-------|-----|-------|-----|
| 4   | 39.1% | 92  | 41.4% | 87  |
| 5   | 43.5% | 92  | 44.9% | 89  |
| 6   | 80.3% | 71  | 79.3% | 58  |
| 7   | 66.3% | 83  | 71.1% | 76  |
| 8   | 69.2% | 78  | 69.9% | 73  |
| All | 53.7% | 516 | 55.1% | 474 |

### ADDITIONAL EVIDENCE

We can ascertain trends during the current accountability period by comparing spring 2022 state test results to SY20 state test performance projections and SY21 state test results. As detailed in the school's 2021 Accountability Plan Progress Report, the internal benchmark assessments have a long history of validity as a measure of achievement. While the testing modality changed in spring 2020 and SY21, we believe our faithful implementation of the assessment format through a remote learning platform retains much of that validity.

Official results from spring 2021 state exams are of questionable validity due to the low numbers of students present to take the in-person exams. To improve our understanding of SY21 performance, Ascend staff created online version of the state exams after the testing window closed and administered these unofficial exams to remote learning students. We then used the combined in-person (official) and remote (unofficial) results to assess performance. Compared to these combined SY21 scores, Bushwick Ascend performed significantly better in SY22. On the spring 2019 state exams, the last assessments not marred by the effects of the pandemic, 57% of Bushwick Ascend students scored proficient in ELA; this past school year, the school approached this pre-pandemic level. Between 2014 and 2019, Ascend's network-wide proficiency had increased consistently as we solidified our instructional model and committed to Responsive Classroom. This improvement shows the power of the Ascend model and its continuing potential to empower students to achieve. We are confident that with the start of the 2022-23 school year and the implementation of our plans to improve academic achievement for all our students, we will see this recovery continue.

#### 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.

The Institute does not require charters to report on this measure for 2021-22.

#### 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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>2</sup>

### RESULTS AND EVALUATION

***As of the submission of this report, appropriate district comparison data for school year 2021-22 is not yet available. At the direction of the Institute, we are therefore omitting this measure.***

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |               |                       |               |
|-------|---|---------------|-----------------------|---------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent Proficient  | Number Tested | Percent Proficient    | Number Tested |
| 3     | 37.4%   | 91            |                       |               |
| 4     | 41.4%   | 87            |                       |               |
| 5     | 44.9%   | 89            |                       |               |
| 6     | 79.3%   | 58            |                       |               |
| 7     | 71.1%   | 76            |                       |               |
| 8     | 69.9%   | 73            |                       |               |
| All   | 55.1%   | 474           |                       |               |

### ADDITIONAL EVIDENCE

#### 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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

<sup>2</sup> 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](#).

**INTERNAL EXAM RESULTS**

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

Ascend used our internal benchmark exams to evaluate student growth in school year 2021-22. Benchmarks at three points during the school year in grades 3-8 provide both formative and summative data, shaping instructional focus over the course of the year as well as planning for the year to come.

Average percent correct, Ascend internal benchmark assessments, school year 2021-22

| <i>Grade</i>           | <b>BM 1</b>  | <b>BM 2</b>  | <b>BM 3</b>  | <b>BM 4</b>  | <b>BM4 – BM1</b> |
|------------------------|--------------|--------------|--------------|--------------|------------------|
| <b>3</b>               | 30.8%        | 44.6%        | 43.2%        | 55.8%        | 25.0 pp          |
| <b>4</b>               | 47.2%        | 49.7%        | 50.1%        | 50.7%        | 3.5 pp           |
| <b>5</b>               | 55.0%        | 62.0%        | 56.7%        | 55.1%        | 0.1 pp           |
| <b>6</b>               | 60.1%        | 61.3%        | 55.9%        | 68.8%        | 8.7 pp           |
| <b>7</b>               | 61.4%        | 67.4%        | 57.5%        | 63.3%        | 1.9 pp           |
| <b>8</b>               | 65.6%        | 68.6%        | 62.1%        | 64.5%        | -1.1 pp          |
| <b>Bushwick Ascend</b> | <b>53.4%</b> | <b>58.9%</b> | <b>54.3%</b> | <b>59.7%</b> | <b>6.3 pp</b>    |

Benchmark percent corrected increased by 6.3 percentage points on average during the 2021-22 school year, with grades 3 and 6 showing the largest growth.

**ADDITIONAL CONTEXT AND EVIDENCE**

The internal benchmark assessments have a long history of validity. Performance on benchmarks has so closely predicted performance on state exams that Ascend has routinely used benchmark results to establish state test performance projections at the student, school, and network levels. Comparing projections to actual performance since the projection system was first implemented in SY14, the projections have an average absolute error rate of about 1.8 percentage points, providing high confidence in the validity of benchmark performance as a predictor of state test performance.

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

Though Bushwick Ascend did not meet its absolute ELA measure in SY22, internal assessment results demonstrate growth during the year. These results indicate Ascend’s proactive adaptations to address student need in SY22 have supported student learning. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in ELA and overall academic performance.

| <b>Type</b> | <b>Measure</b>   | <b>Outcome</b> |
|-------------|--|----------------|
| 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. | <b>Not Met</b> |

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |  |     |
|-------------|--|-----|
| 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.   | N/A |
| 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.   | N/A |
| 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. | N/A |
| 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.  | N/A |

### ACTION PLAN

In SY23, Ascend’s unified organizational goal is to improve academic achievement for all of our students. Our vision is to see achievement exceed pre-pandemic levels, with gaps closing between our general education students and students in special populations, namely those receiving special education services and our English language learners. To support all students toward increased achievement, we plan a multi-prong strategy focused on instructional management by leaders, intellectual preparation by teachers, people management and accountability, strong hiring, effectively leveraging time on task, and family-school partnerships. To strengthen instructional management across the network, Ascend offered a robust leader institute training series in summer 2022, and will offer ongoing professional development throughout school year 2022-23. Our parallel summer teacher institute furthers the intellectual preparation of Ascend teachers, as will our implementation of outside curricula in select grades and subjects, including three pilots of Science of Reading-based literacy programs.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

Bushwick Ascend implements the Ascend Common Core curriculum. The curriculum includes the following mathematics components, which feature Cognitively Guided Instruction (CGI).

In grades K-4, our math program is built on the Launch, Explore, Discuss (LED) model, an inquiry-driven lesson structure that leads students to learn by questioning and discovering. In this approach, students build enduring conceptual understanding and problem-solving skills by progressing through three stages of learning: concrete (using manipulatives), pictorial (using visual representations and models), and abstract (using equations).

In Number Stories, also deployed in grades K-4 and founded on the tenets of CGI, students spend an entire period studying a single, Common Core-style story-problem that they might encounter in the real world. Students construct their own solutions, defend their thinking, and compare their approaches. The routines that open each Number Stories lesson (approximately 10 minutes per day) also reinforce fluency; students practice math routines to build automaticity in computation.

In middle school, one 60-minute daily math period draws from the EngageNY curriculum and a variety of Common Core-aligned resources in order to execute the LED model. The block encompasses a balanced math program; the first five to seven minutes provide practice with fluency and reasoning skills, in addition to targeted reteaches of previously taught, unmastered content. During the Explore portion of the class, students work collaboratively on authentic, rigorous tasks and drive towards a common learning conjecture, or “STAMP.” Students also have the opportunity to apply the STAMP to solve new problems and apply their learning to new contexts during independent practice. The math block ends with a daily exit ticket that assesses that day’s objective and is typically incorporated into the next day’s Opening Procedures.

Beginning in the 2022-23 school year, grades 6-8 will use Amplify Math, a problem-based learning curriculum. Amplify Math is designed to serve 100 percent of students in accessing grade-level math every day. The program is relatively easy to facilitate and promotes productive discourse. It includes flexible, social problem-solving experiences both digitally and on paper and real-time access to data that informs instruction.

In math in grades K-8, semi-weekly quizzes assess current content as well as a pre-selected, previously explored (spiraled) standard to constantly appraise knowledge gaps on major cluster standards. Teacher teams study these data points weekly and use them to plan for Response to Data (RTD) instructional periods.

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, F&P assessments, and other measures of student achievement 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.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

In SY22, all Ascend schools returned to full in-person instruction. We plan to operate fully in-person in SY23 and succeeding years.

ELEMENTARY AND MIDDLE MATHEMATICS

**Goal 2: 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 Mathematics examination for grades 3-8.

**METHOD**

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. 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).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>3</sup> |     |        |              | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|--------------|----------------|
|       |              | IEP                     | ELL | Absent | Other reason |                |
| 3     | 100          | 0                       | 0   | 0      | 0            | 100            |
| 4     | 92           | 0                       | 0   | 0      | 0            | 92             |
| 5     | 92           | 0                       | 0   | 0      | 0            | 92             |
| 6     | 73           | 0                       | 0   | 0      | 0            | 73             |
| 7     | 83           | 0                       | 0   | 0      | 0            | 83             |
| 8     | 0            | 0                       | 0   | 0      | 78           | 78             |
| All   | 440          | 0                       | 0   | 0      | 78           | 518            |

**RESULTS AND EVALUATION**

Bushwick Ascend did not meet this measure. However, the school’s academic proficiency has increased significantly since last year. This improvement signals a return to Ascend’s pre-pandemic trajectory of improving academic achievement.

8th grade students took the Algebra I Regents in place of the 8th grade state assessment.

Performance on 2021-22 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 |
|        |                    |               |  |               |

<sup>3</sup> 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |       |     |       |     |
|-----|-------|-----|-------|-----|
| 3   | 57.0% | 100 | 58.2% | 91  |
| 4   | 60.9% | 92  | 63.2% | 87  |
| 5   | 29.3% | 92  | 30.3% | 89  |
| 6   | 42.5% | 73  | 43.1% | 58  |
| 7   | 53.0% | 83  | 56.6% | 76  |
| 8   | -     | 0   | -     | 0   |
| All | 48.9% | 440 | 50.6% | 401 |

Performance on 2021-22 Algebra I Regents Exam by 8<sup>th</sup> Grade Students

| Total Tested | # Passing | % Passing |
|--------------|-----------|-----------|
| 74           | 48        | 64.9%     |

### ADDITIONAL EVIDENCE

On the spring 2019 state exams, the last assessments not marred by the effects of the pandemic, 73% of Bushwick Ascend students scored proficient in math. Between 2014 and 2019, Ascend’s network-wide proficiency had increased consistently as we solidified our instructional model and committed to Responsive Classroom. This improvement shows the power of the Ascend model and its continuing potential to empower students to achieve. We are confident that with the start of the 2022-23 school year and the implementation of our plans to improve academic achievement for all our students, we will see this recovery continue.

#### 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.

The Institute does not require charters to report on this measure for 2021-22.

#### 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 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.<sup>4</sup>

<sup>4</sup> 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](#).

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

*As of the submission of this report, appropriate district comparison data for school year 2021-22 is not yet available. At the direction of the Institute, we are therefore omitting this measure.*

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 3     | 58.2%   | 91               |                       |                  |
| 4     | 63.2%   | 87               |                       |                  |
| 5     | 30.3%   | 89               |                       |                  |
| 6     | 43.1%   | 58               |                       |                  |
| 7     | 56.6%   | 76               |                       |                  |
| 8     | -   | 0                |                       |                  |
| All   | 50.6%   | 401              |                       |                  |

### 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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

## INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

Internally developed

Ascend used our internal benchmark exams to evaluate student growth in school year 2021-22. Benchmarks at three points during the school year in grades 3-8 provide both formative and summative data, shaping instructional focus over the course of the year as well as planning for the year to come.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Average percent correct, Ascend internal benchmark assessments, school year 2021-22

| <i>Grade</i>           | <b>BM 1</b>  | <b>BM 2</b>  | <b>BM 3</b>  | <b>BM 4</b>  | <b>BM4 – BM1</b> |
|------------------------|--------------|--------------|--------------|--------------|------------------|
| <b>2</b>               | 52.8%        | 64.3%        | 67.5%        | -            | 14.7 pp          |
| <b>3</b>               | 43.8%        | 50.0%        | 42.5%        | 56.8%        | 13.0 pp          |
| <b>4</b>               | 46.9%        | 52.7%        | 53.1%        | 63.5%        | 16.6 pp          |
| <b>5</b>               | 54.8%        | 44.9%        | 37.8%        | 44.6%        | -10.2 pp         |
| <b>6</b>               | 45.7%        | 46.2%        | 47.2%        | 39.0%        | -6.7 pp          |
| <b>7</b>               | 54.2%        | 62.2%        | 48.6%        | 59.5%        | 5.3 pp           |
| <b>8</b>               | 44.2%        | 47.3%        | 37.2%        | 41.0%        | -3.2 pp          |
| <b>Bushwick Ascend</b> | <b>48.9%</b> | <b>52.5%</b> | <b>47.7%</b> | <b>50.7%</b> | <b>1.8 pp</b>    |

Benchmark percent correct increased by 1.8 percentage points on average during the 2021-22 school year, with grades 4 and 2 showing the largest growth.

### ADDITIONAL CONTEXT AND EVIDENCE

#### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Though Bushwick Ascend did not meet its absolute math measure in SY22, internal assessment results demonstrate growth during the year. These results indicate Ascend’s proactive adaptations to address student need in SY22 have supported student learning. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in overall academic performance.

| <b>Type</b> | <b>Measure</b>   | <b>Outcome</b> |
|-------------|--|----------------|
| 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.   | Not Met        |
| Absolute    | Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.   | N/A            |
| 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.   | N/A            |
| 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. | N/A            |
| 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.  | N/A            |

### ACTION PLAN

In SY23, Ascend's unified organizational goal is to improve academic achievement for all of our students. Our vision is to see achievement exceed pre-pandemic levels, with gaps closing between our general education students and students in special populations, namely those receiving special education services and our English language learners. To support all students toward increased achievement, we plan a multi-prong strategy focused on instructional management by leaders, intellectual preparation by teachers, people management and accountability, strong hiring, effectively leveraging time on task, and family-school partnerships. To strengthen instructional management across the network, Ascend offered a robust leader institute training series in summer 2022, and will offer ongoing professional development throughout school year 2022-23. Our parallel summer teacher institute furthers the intellectual preparation of Ascend teachers, as will our implementation of outside curricula in select grades and subjects.

### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

Bushwick Ascend implements the Ascend Common Core curriculum, which includes the following science components.

K-8 science units are designed based on the criteria set forth in the New York State P-12 Science Standards and according to the implementation timeline. The curriculum follows a multiyear sequence that helps students develop increasingly sophisticated practices and ideas across grades K-8 and beyond, with a focus on the Next Generation Science Standards (NGSS) Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCs).

Designed to engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards, science instruction also follows the Launch, Explore, Discuss (LED) model. Data-driven planning enables teachers to tailor instruction to meet the individual needs of students. As students engage with scientific phenomena from kindergarten on, they develop agency as lifelong scientific thinkers.

To harness the power of students' curiosity about the world around them, Ascend's program provides students a range of relevant learning experiences as they engage with scientific phenomena. Examples include inquiry and investigation, evidence-based argument, and application of skills and knowledge in unit projects. Units may also include reading informational texts critically and leveraging scientific knowledge and skills to take action on issues of social justice.

In SY20, Ascend piloted a Living Environment Regents course in 8th grade at Brooklyn Ascend Middle School. In SY21, the program was expanded to 8th grade students at all of our middle schools. Earning a Regents credit in 8th grade empowers students to take more advanced

science classes in high school, setting them up for success as they compete with peers across the state. This transition aligns with New York State's mission of preparing science students for college and career readiness in STEM fields.

Beginning in the 2022-23 school year, Ascend will pilot a new middle school science component, OpenSciEd, in grades 6 and 7. Open SciEd's mission aligns with our goals for the science program at Ascend: to get kids excited and curious about the world around them and confident in their ability to figure it out through questioning, investigating, and solving problems. OpenSci Ed accomplishes this by providing teachers high-quality, field-tested, standards-driven materials and support to create equitable learning opportunities for all students.

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, 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.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

In SY22, all Ascend schools returned to full in-person instruction. We plan to operate fully in-person in SY23 and succeeding years.

### ELEMENTARY AND MIDDLE 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 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022. 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

Bushwick Ascend met this measure with a proficiency rate of 81.7%. All 8<sup>th</sup> graders took the Living Environment Regents in place of the 8<sup>th</sup> grade state assessment.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Charter School Performance on 2021-22 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 <sup>nd</sup> Year |               |
|-------|---|---------------|
|       | Percent Proficient  | Number Tested |
| 4     | 81.7%   | 82            |
| 8     | -   | 0             |
| All   | 81.7%   | 82            |

### ADDITIONAL EVIDENCE

#### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

| Grade | Year    | Regents Exam       | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------------|---------------------------|---------------|
| 8     | 2017-18 | -                  | -                         | 0             |
| 8     | 2018-19 | -                  | -                         | 0             |
| 8     | 2021-22 | Living Environment | 74.3%                     | 35            |

Bushwick Ascend did not administer a science Regents exam to 8<sup>th</sup> graders in school years 2017-18 or 2018-19. Comparing Bushwick Ascend's science proficiency to the spring 2019 exams, we can see that achievement has rebounded nearly to its pre-pandemic levels. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, performance will surpass pre-pandemic levels.

Bushwick Ascend Middle School students also took Ascend's internal science benchmark assessments, which were administered at three points during the school year.

Average percent correct, Ascend internal benchmark assessments, school year 2021-22

| <i>Grade</i>           | <b>BM 1</b>  | <b>BM 2</b>  | <b>BM 3</b>  | <b>BM3 – BM1</b> |
|------------------------|--------------|--------------|--------------|------------------|
| <b>5</b>               | 83.1%        | 87.0%        | 89.0%        | 5.9 pp           |
| <b>6</b>               | 75.9%        | 87.2%        | 79.8%        | 3.9 pp           |
| <b>7</b>               | 80.0%        | 90.3%        | 82.6%        | 2.6 pp           |
| <b>8</b>               | 71.5%        | 77.5%        | 77.9%        | 6.4 pp           |
| <b>Bushwick Ascend</b> | <b>77.6%</b> | <b>85.5%</b> | <b>82.3%</b> | <b>4.7 pp</b>    |

Students in all four grades showed growth during the year, with 8<sup>th</sup> graders and 5<sup>th</sup> graders demonstrating the most progress.

### Goal 3: Comparative Measure

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The Institute does not require charters to report on this measure for 2021-22.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bushwick Ascend met its overall science goal in SY22. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in academic performance.

### ACTION PLAN

In SY23, Ascend's unified organizational goal is to improve academic achievement for all of our students. Our vision is to see achievement exceed pre-pandemic levels, with gaps closing between our general education students and students in special populations, namely those receiving special education services and our English language learners. To support all students toward increased achievement, we plan a multi-prong strategy focused on instructional management by leaders, intellectual preparation by teachers, people management and accountability, strong hiring, effectively leveraging time on task, and family-school partnerships. To strengthen instructional management across the network, Ascend offered a robust leader institute training series in summer 2022, and will offer ongoing professional development throughout school year 2022-23. Our parallel summer teacher institute furthers the intellectual preparation of Ascend teachers, as will our implementation of outside curricula in select grades and subjects.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### 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

Bushwick Ascend is currently in “Good Standing” status, which it has maintained since the 2018-19 school year. The school thus meets this measure.

### ADDITIONAL EVIDENCE

In 2018-19, Bushwick Ascend earned the ESSA status of “Good Standing.” It has thereafter maintained this status, receiving the “Good Standing” status in 2019-20 through 2021-22.

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |