



BROWNSVILLE ASCEND
LOWER SCHOOL



BROWNSVILLE ASCEND
MIDDLE SCHOOL

Brownsville Ascend Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Masci

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Senior Manager of Strategic Initiatives, prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Emmanuel Fordjour	Co-Chair	Academic
Gabrielle Ramos	Co-Chair	Academic
Anthony Rose	Treasurer	Finance
Janai Jeter	Secretary	Academic, Nominating
Courtenaye Jackson-Chase	Trustee	Academic
Taiesha Seales	Trustee	Finance
Gamal Walker	Trustee	
Jackie Wilson	Trustee	Finance, Nominating

Ornella Parker has served as the lower school principal since June 2024¹.

Curtis Durham has served as the middle school principal since June 2023.

¹ Interim principal since November 2023.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Brownsville Ascend Charter School (Brownsville Ascend) opened in 2009. 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.

In school year 2023-24 (SY24), Brownsville Ascend served students in grades K-8 and comprised Brownsville Ascend Lower School (BVLS), serving grades K-4, and Brownsville Ascend Middle School (BVMS), serving grades 5-8. Students may attend Brooklyn Ascend High School (BAHS) for grades 9-12. As of BEDS Day in SY24, Brownsville Ascend enrolled 702 students.

Brownsville Ascend is located in New York City Community School District 23 (CSD 23). In SY24, 92.3 percent of students were eligible for free and reduced-price lunch, 94.2 percent were black or Latino, 16.9 percent were special education students, and 0.1 percent were multilingual learners (MLLs).

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
2021-22	80	98	103	103	118	119	111	109	104					945
2022-23	81	90	91	96	99	98	102	105	105					867
2023-24	58	73	81	73	87	76	81	79	94					702

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

As a network committed to diversity, equity, inclusion, and anti-racism (DEIA), we are focused on eradicating illiteracy to enable lives of boundless choice for all students. Our approach revolves around three pillars:

- Complexity: Daily practice with complex texts and academic language.
- Evidence: Daily reading, writing, and speaking grounded in evidence from both literary and informational texts.
- Knowledge Building: Building knowledge in each unit through content-rich nonfiction.

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In the 2022-23 school year, Ascend piloted Science of Reading-based materials, including the Wilson Reading System and Success for All (SFA). Based on pilot outcomes, in 2023-24, we implemented SFA as the foundation for phonics and phonemic awareness instruction, utilizing leveled groups for differentiated learning. SFA’s Kinder Phonics and FastTrack Phonics provide systematic, engaging, and flexible phonics instruction that prepares students to become confident readers, while offering structured guidance to teachers for planning effective lessons. The program integrates direct instruction with interactive tools, creating an engaging and effective learning environment.

Looking ahead, in the 2024-25 school year, Ascend will refine the implementation of SFA through data-driven practices to better meet the needs of every student. Additionally, we will launch RedThread Foundations and Knowledge, a rebranded version of our previous Insight Humanities curriculum.

RedThread offers stronger K-8 alignment and integrated performance tracking.

- RedThread Knowledge: A multicultural, project-based reading and writing curriculum for K-8 that includes comprehensive lesson plans, thematic units, and inquiry-based projects.
- RedThread Foundations (K-2): A 45-minute block focusing on phonics and foundational literacy skills, supported by multicultural decodable texts.

RedThread Foundations (3-5): Builds on foundational skills while incorporating fluency and close reading, with explicit instruction on decoding and morphological awareness.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	70	0	3	0	0	0	0	73
4	77	0	8	0	0	0	0	85
5	68	1	0	0	0	0	1	70
6	81	0	0	0	0	0	3	84
7	77	1	0	0	0	0	1	79
8	90	1	1	0	0	0	1	93
All	463	3	12	0	0	0	6	484

Performance on 2023-24 State English Language Arts Exam

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By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	70	23	32.86%	56	17	30.36%
4	77	40	51.95%	63	33	52.38%
5	68	23	33.82%	57	21	36.84%
6	81	29	35.80%	61	23	37.70%
7	77	35	45.45%	59	30	50.85%
8	90	58	64.44%	79	53	67.09%
All	463	208	44.92%	375	177	47.20%

ELA Measure 2 - Absolute

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.

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 2023-24 English language arts MIP for all students of **113**. 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 250.³

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.9%	32.2%	31.8%	13.2%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 32.2 & + & 31.8 & + & 13.2 & = & 77.2 \\
 & & & & 31.8 & + & 13.2 & = & 45.0 \\
 & & & & & + & (.5)*13.2 & = & 6.6 \\
 & & & & & & \text{PI} & = & \mathbf{128.8}
 \end{array}$$

² Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

³ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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RESULTS AND EVALUATION

Brownsville Ascend met this measure, achieving a PI of 128.8 compared to the MIP of 113 for a positive difference of 15.8 points. This success is partially attributable to the redesigned ELA curriculum in SY 2023-24.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.⁴

2023-24 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	30.36%	17	44.20%	450
4	52.38%	33	33.30%	486
5	36.84%	57	27.90%	480
6	37.70%	61	31.80%	528
7	50.85%	59	36.60%	527
8	67.09%	79	37.50%	584
All	47.20%	375	35.20%	3055

ELA Measure 4 - 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.

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

⁴ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁵

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.7%	452.0	438.0	1.35
4	95.0%	450.0	440.5	0.94
5	92.9%	447.0	439.6	0.79
6	92.2%	437.0	438.9	-0.22
7	92.4%	450.0	442.4	0.88
8	91.7%	455.0	446.4	0.93
All	92.8%	448.5	440.9	0.78

ELA Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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Grade	Mean Growth Percentile	
	School	Target
4	49.8	50.0
5	43.2	50.0
6	43.8	50.0
7	55.6	50.0
8	46.2	50.0
All	47.9	50.0

ELA INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2023-24, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

Internal benchmark results

Grades	BM1	BM3	BM5
K	N/A	32.76%	49.15%
1	N/A	24%	13.89%
2	9.88%	0%	0%
3	2.78%	6.76%	22.54%
4	8.57%	0.00%	14.42%
BVLS	10.42%	12.94%	23%

Grades	BM1	BM3	BM5
5	1.43%	0.00%	10.61%
6	1.25%	1.25%	7.41%
7	3.80%	0.00%	0.00%
8	17.78%	4.55%	17.44%
BVMS	6.06%	1.45%	8.86%

SUMMARY OF THE ELA GOAL

Brownsville Ascend met the MIP measure and the two comparative measures, but it did not meet the absolute proficiency measure or the growth measure.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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.	Did not meet

EVALUATION OF ELA GOAL

Brownsville Ascend met the MIP measure and the two comparison measures, but it did not meet the absolute proficiency measure or the growth measure. Students in at least their second year achieved a proficiency rate of 47.2%. The school met the PI measure, achieving a PI of 128.8 compared to the MIP of 113 for a positive difference of 15.8 points. Students in at least their second year exceeded the proficiency rate of their district peers by 12 percentage points. The school reached an effect size of 0.78, exceeding the target of 0.3. Finally, the school just missed the growth target, with an MGP of 47.9 compared to the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

ELA ACTION PLAN

At Ascend, literacy is not just an academic goal—it is a social justice imperative. In SY25, we will continue to integrate the Science of Reading through our Success for All and RedThread programs. These programs align with Scarborough's reading rope model, where the strands of literacy development—phonics, fluency, comprehension—are intertwined to develop skilled readers.

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Our focus is on rigorous, research-based practices that nurture critical thinking and build agency through diverse, high-quality texts. Teachers will center student voices and encourage inquiry, fostering a love of reading and lifelong learning. By prioritizing these goals, we aim to ensure students achieve above-grade-level outcomes and are empowered to take ownership of their learning beyond K-12 education, unlocking opportunities for a life of boundless choice.

In addition, through our partnership with Lavina Group our teachers and leaders will be provided additional professional development opportunities. All teachers from Grades K - 8 will receive development throughout the school year on unpacking each unit, led by the creators of the curriculum. All school leadership teams have built-in visits with Lavina Group consultants to support strong implementation of the curriculum and drive growth in student achievement.

GOAL 2: MATHEMATICS

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

BACKGROUND

In SY23-24, Ascend's math instruction was built around three pillars:

- **Problem-based approach:** Engage students in active learning, where they do the majority of the thinking and problem-solving.
- **Discourse:** Build procedural fluency and conceptual understanding through student discussions.
- **Rigor:** Ensure tasks focus on procedural fluency, conceptual understanding, and real-world application.

Ascend introduced **Lavinia Group Math for Meaning Story Problems**, which improved math performance at leading NYC charter schools. We also embedded **TEACH Culturally Responsive Mathematics Teaching (CRMT)** into our lower and middle school math curricula, providing teachers with tools to plan and teach math through a culturally responsive lens. The **Illustrative Mathematics (IM)** curriculum, implemented in K-5, provides a robust progression of math skills, promoting inquiry-based learning and fostering critical thinking. In grades 6-8, students engage in Amplify Math, also built on the principals of IM.

In K-4, our math program utilizes the **Launch, Explore, Discuss (LED)** model, which guides students through concrete, pictorial, and abstract stages of learning. **Number Stories**, based on Cognitively Guided Instruction (CGI), allows students to engage with real-world story problems and develop fluency through problem-solving and peer discussion.

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K-8 students are also assessed regularly through semi-weekly quizzes that cover current and previously explored content, ensuring teachers can address knowledge gaps through Response to Data (RTD) instruction.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	70	0	3	0	0	0	0	0	73
4	75	0	10	0	0	0	0	0	85
5	69	0	0	0	0	0	1	0	70
6	81	0	1	0	0	0	2	0	84
7	77	0	1	0	0	0	1	0	79
8	90	0	1	0	0	0	2	0	93
All	462	0	16	0	0	0	6	0	484

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	70	38	54.29%	56	29	51.79%
4	77	51	68.00%	62	42	67.74%
5	69	21	30.43%	58	20	34.48%
6	81	38	46.91%	61	30	49.18%
7	77	41	53.25%	58	33	56.90%
8	90	39	43.33%	79	36	45.57%
All	462	228	49.35%	374	190	50.80%

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Math Measure 2 - Absolute

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 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.3%	28.1%	37.2%	12.1%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 28.1 & + & 37.2 & + & 12.1 & = & 77.4 \\
 & & & & 37.2 & + & 12.1 & = & 49.3 \\
 & & & & & + & (.5)*12.1 & = & 6.05 \\
 & & & & & & \text{PI} & = & \mathbf{132.75}
 \end{array}$$

RESULTS AND EVALUATION

Brownsville Ascend met this measure, achieving a PI of 132.75 compared to the MIP of 115.3 for a positive difference of 17.45 points. This success is partially attributable to the redesigned math curriculum in SY 2023-24.

Math Measure 3 - 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 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.

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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 Proficient	Number Tested	Percent Proficient	Number Tested
3	51.79%	29	53.00%	470
4	67.74%	42	45.30%	510
5	34.48%	58	37.00%	465
6	49.18%	61	39.50%	514
7	56.90%	58	41.40%	538
8	45.57%	79	25.50%	349
All	50.80%	374	41.00%	2846

Math Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁷

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.7%	460.0	443.4	1.14
4	95.0%	459.0	441.5	1.24
5	92.9%	442.0	439.8	0.17

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	92.2%	438.0	440.4	-0.19
7	92.4%	445.0	443.2	0.15
8	91.7%	444.0	438.3	0.35
All	92.8%	448.2	441.2	0.49

Math Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁸

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.0	50.0
5	20.7	50.0
6	39.3	50.0
7	38.4	50.0
8	27.5	50.0
All	35.7	50.0

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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MATHEMATICS INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2023-24, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: [Choose an item](#).

Internal benchmark results

Grades	BM1	BM3	BM5
K	N/A	3.57%	0.00%
1	N/A	4.00%	23.61%
2	0.00%	9.21%	20.48%
3	0.00%	1.39%	14.29%
4	8.14%	10.59%	48.24%
BVLS	2.71%	5.75%	21.32%

Grades	BM1	BM3	BM5
5	2.78%	6.25%	3.13%
6	11.11%	3.70%	9.09%
7	8.86%	1.32%	2.70%
8	4.40%	2.38%	3.41%
BVMS	6.79%	3.41%	4.58%

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal. Brownsville Ascend met MIP measure and the comparative measures, but it did not meet the absolute proficiency measure or the growth measure.

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 mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met

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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.	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.	Did not meet

EVALUATION OF THE MATHEMATICS GOAL

Brownsville Ascend met the MIP measure and the two comparison measures, but it did not meet the absolute proficiency measure or the growth measure. Students in at least their second year achieved a proficiency rate of 50.8%. The school met the PI measure, achieving a PI of 132.75 compared to the MIP of 115.3 for a positive difference of 17.45 points. Students in at least their second year exceeded the proficiency rate of their district peers by 9.8 percentage points. The school reached an effect size of 0.49, exceeding the target of 0.3, and an MGP of 35.7 compared to the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

MATHEMATICS ACTION PLAN

For SY25, we are reinforcing our instructional shifts by centering professional development on problem-based approaches, student discourse, and rigorous instruction. The consistent use of Illustrative Mathematics in K-5 and 9-11 and Amplify Math in grades 6-8 will ensure coherence across grade levels. Additionally, AP Precalculus and Calculus courses will reinforce the skills needed for advanced math in high school.

We will also expand math fluency instruction across grades, driven by data from last year’s K Counting Jar assessments. In G5-8, students will receive an additional math block focused on building number sense and foundational skills. This additional time was created to allow students additional time to apply the learning from their core Math course. To further support our educators, Teaching Lab consultants will provide ongoing professional development and coaching throughout the year to ensure high-quality instruction and effective data-driven practices.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: SCIENCE

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

BACKGROUND

Prior to SY24-25, Ascend’s science curriculum was developed in-house, aligned with NGSS (Next Generation Science Standards), but needed stronger alignment to state-adapted standards and updates to the Science State Exams. Recognizing this, Ascend began the process of identifying a more robust, structured curriculum in SY24.

To launch SY24-25, Ascend fully adopted the Amplify Science curriculum for grades K-8. Amplify Science was selected to enhance inquiry-based learning through its integration of hands-on learning with literacy-rich activities. This curriculum empowers students to think, read, write, and argue like scientists, equipping them with the critical thinking and problem-solving skills necessary to explore and understand scientific phenomena. Amplify supports our goal of developing the whole child by providing multimodal learning opportunities throughout the year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	58	20	34.48%
8	N/A (Regents)	N/A (Regents)	N/A (Regents)
All	58	20	34.48%

Science Measure 2 - Comparative

2023-24 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 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.

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	58	20	34.48%			
8	N/A (Regents)	N/A (Regents)	N/A (Regents)	N/A (Regents)	N/A (Regents)	N/A (Regents)
All	58	20	34.48%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Brownsville Ascend did not meet the absolute measure. The comparative measure could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did not meet
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

Brownsville Ascend did not meet the absolute measure. 5th grade students achieved proficiency at a rate of 34.48%. The comparative measure could not be assessed, as district comparison data was not available as of the time of writing.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

Ascend administers the Living Environment Regents in 8th grade, in place of the state science exam. In SY 2023-24, 8th grade students achieved a Regents passing rate of 52.33%.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	86	44	51.1%
8	2022-23	Living Environment	82	59	72%
8	2023-24	Living Environment	86	45	52.33%

ACTION PLAN

In SY25, Ascend will continue to align science instruction with the **Amplify Science** curriculum across K-8. This curriculum ensures high-quality, rigorous instruction through its three-dimensional learning framework, which includes:

- **Disciplinary Core Ideas (DCIs):** The foundational scientific concepts students need to understand.
- **Science and Engineering Practices (SEPs):** Engaging students in hands-on scientific inquiry and experimentation.
- **Crosscutting Concepts (CCCs):** Linking ideas across different domains of science to provide a coherent understanding of the natural world.

This comprehensive approach will improve science instruction by preparing students for success on the 5th and 8th grade New York State Science Exams, while fostering deep critical thinking and inquiry skills.

Our data-driven approach allows teachers to differentiate instruction to meet the diverse needs of all students. Teachers are well-prepared to deliver lessons grounded in observable phenomena, encouraging students to actively engage with and explore scientific concepts. By leveraging data to inform instruction, we ensure that each student receives targeted support, resulting in stronger science outcomes and overall academic growth in SY25 and beyond.

GOAL 4: ESSA

ESSA Measure 1

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Local Support and Improvement
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Brownsville Ascend received a status of Local Support and Improvement (good standing) for all three years and thus met this measure.