



Brooklyn Ascend Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Dylan Schaffer

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INTRODUCTION

Dylan Schaffer, planning and external affairs manager of Ascend Learning, prepared this 2016-17 Accountability Plan Progress Report on behalf of the school's board of trustees:

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

Johana Andujar has served as lower school director since July 2014.

Marsha Gadsden has served as middle school director since July 2015.

Erica Smith has served as high school director since July 2017.

INTRODUCTION

The mission of Brooklyn Ascend Charter School is to equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children’s natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

At Ascend, our mission is to provide an extraordinary education to children of Central Brooklyn, placing them firmly on a path to success in college and beyond. Our model focuses on developing in our students critical thinking skills and a sense of agency and independence. Ascend’s value proposition rests on three pillars.

1. A rich and rigorous liberal arts curriculum that drives student achievement
2. Cultural practices that foster student independence and agency
3. A commitment to operate truly public schools

Brooklyn Ascend opened in September 2008 and has since grown to serve students in kindergarten through grade 11; it will continue to grow to offer a comprehensive K-12 college preparatory program. Brooklyn Ascend is located in Community School District 18 in Brooklyn.¹ In school year (SY) 16-17, 84 percent of students were eligible for free and reduced-priced lunch, 98 percent were black or Latino, and 13 percent were special education students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	133	132	113	111	87	80	64							720
2013-14	139	135	141	115	113	80	97	59						879
2014-15	134	137	133	136	113	110	81	80	52					976
2015-16	140	139	143	144	142	106	107	78	82	69				1150
2016-17	146	147	142	148	132	121	103	108	79	72	63			1261

¹ Brooklyn Ascend Lower School is located in Community School District (CSD) 18. Brooklyn Ascend Middle School’s site is located in CSD 17, and Brooklyn Ascend High School in CSD 23. For accountability purposes, Brooklyn Ascend is compared to CSD 18.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2014-15	2011-12	2011	0	0	0
2015-16	2012-13	2012	0	0	0
2016-17	2013-14	2013	0	0	0

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	0	0	0
2015-16	2012-13	2012	0	0	0
2016-17	2013-14	2013	0	0	0

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

INTRODUCTION

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ³ (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	0	0	0
2015-16	2011-12	2011	0	0	0
2016-17	2012-13	2012	0	0	0

³ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Since SY 14-15, Brooklyn Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the English language arts program included:

- *Foundations*, a program for phonemic awareness, fluency, vocabulary, and comprehension, is deployed in grades K-2. The program is based on the Wilson Reading System principles, which is supported by multiple studies, including one by Massachusetts's Lynn Public Schools, of which the student population is comprised of 66 percent black or Latino students. The study found that the System expedites grade-level reading increases among elementary school students who previously struggled in achieving appropriate reading level growth.
- In kindergarten, the writing program is Units of Study in Opinion, Informational, and Narrative Writing, by Lucy Calkins. In other lower school grades, *Voyages in English: Grammar and Writing* is used to help students with the mastery of grammar, writing, and the use of the English language. *Voyages in English* has been fine-tuned throughout the 70 years of its published life. It is also the recipient of the 2011 Distinguished Achievement Award by the Association of Educational Publishers.
- Ascend's *Literature Circle* program, was adopted to promote student discussion as teachers help students mine the deepest meaning of the finest children's literature and develop the habits of excellent readers, all while building reading comprehension skills, and seminar style discussion skills. In addition, *Literature Circle* builds students' core background and cultural knowledge by following the Core Knowledge History and Geography Scope and Sequence. Frequent, interactive Read Aloud sessions with students in K-1 provide a model of fluent, expressive reading, and help children recognize what reading for pleasure is all about.
- In the *Shared Text* component, the teacher models the habits of a skilled reader, and leads students briskly to accessing and then writing about the deeper meaning of a short, complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. Texts are often selected to align with content in *Literature Circle* in lower school grades and in the Humanities Program in middle school grades. Texts are selected in a range of genres and often provide historical context to the anchor text book under discussion.

- *Guided Reading*—a separate reading class—creates a bridge between Shared Text and independent reading. It is taught in small groups of students who are on the same reading level, as determined by individual one-on-one reading assessments. Teachers serve as skilled facilitators, guiding students through prompts and questioning student strategies as they read a book together. Each guided reading session addresses needs identified through the previous session, whether in the area of decoding, fluency, or comprehension. The University of Chicago Impact STEP formative assessment system is used to track student progress in guided reading.
- *Ascend's Humanities Program*, which begins in grade 5, is the natural successor to the lower school's Literature Circle and Guided Reading programs. Modeled closely on the practices of the city's finest private and selective public schools, this interdisciplinary great books program was designed to develop students' individual voices, reading and writing sensibilities, art appreciation, and public speaking skills with an ambitious syllabus that includes a cross-cultural selection of classic literature, key primary texts, and art gallery lessons.

Ascend has created a powerful culture of response to instructional data to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, STEP assessments, norm-referenced NWEA MAP assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system—in use at Ascend since SY 14-15—allows staff to monitor progress and assess comprehension, as well as for data-driven teacher training and evaluation, through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 16-17 implemented its network-wide initiative for the Continuous Monitoring of Student Work, and will continue this initiative in SY 17-18.

All Ascend schools participate in Teacher Planning and Development, a network-wide program begun in SY 15-16, aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling. The TPD program complements the Continuous Monitoring initiative by providing dedicated time in teachers' and leaders' schedules for analysis of student work, tracking data, and developing teacher strategies for improving their response to student performance during lessons.

In SY 16-17, a second network-wide initiative—the Love of Reading Initiative—was implemented at all Ascend schools, with the goal of strengthening core literacy block instruction and continuing growth in students' performance in ELA. Implementation includes the addition to the schedule of time for independent reading, and focuses on creating a culture that celebrates reading and inspires students to read confidently and joyfully.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2017. 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).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	147	0	0	0	0	147
4	131	0	0	1	1	133
5	121	0	0	0	0	121
6	103	0	0	0	0	103
7	108	0	0	0	0	108
8	79	0	0	0	0	79
All	689	0	0	1	1	691

RESULTS

50.5 percent of Brooklyn Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 16-17, slightly more than the 49.2 percent of all students who achieved proficiency. Students in grade 3 achieved particularly promising results, while students in grade 6 struggled to achieve proficiency at levels similar to their peers.

Performance on 2016-17 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	61%	147	65.1%	126
4	49%	131	48.9%	131
5	50%	121	50.4%	121

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ENGLISH LANGUAGE ARTS

6	30%	103	33.3%	90
7	49%	108	49.0%	100
8	51%	79	52.0%	75
All	49.2%	689	50.5%	643

EVALUATION

Brooklyn Ascend did not meet the absolute measure. More work is needed to raise overall performance to pass the 75 percent threshold, but we are encouraged by the results. In grade 3, students have benefitted from the Ascend Common Core curriculum from an earlier stage in their academic careers than their older peers. In five of six tested grades, proficiency levels are at or nearing 50 percent.

With a proficiency level of 33.3 percent, the performance of 6th grade students this year failed to meet the school's standards and aspirations for these students. Their weaker performance can be attributed partially to staffing challenges faced at this grade level; adjustments have been made to 6th grade staffing for SY 17-18, and we are optimistic that performance will improve.

ADDITIONAL EVIDENCE

Since SY 14-15, Brooklyn Ascend has improved from 29.4 percent proficiency in ELA to 50.5 percent, an increase of over 20 percentage points. Each grade has improved its performance by at least 13 percentage points since SY 14-15; in a notable achievement, impressive gains were made at the grade 5 level for a second year in a row, leading to a 33.2 percentage-point increase in proficiency over two years. Though performance in grade 6 was disappointing, that grade saw a modest increase in proficiency in SY 16-17, contributing to the significant increase of 13.6 percentage points in grade 6 from SY 14-15 to SY 16-17. In grade 4, proficiency levels declined from SY 15-16 to SY 16-17; the decline can be attributed to leadership and staffing weaknesses, which have been addressed in SY 17-18 with changes to the grade 4 teaching staff, and the placement of an Ascend resident director in the grade 4 dean of instruction role.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38.0%	129	55.6%	117	65.1%	126
4	34.6%	107	54.0%	124	48.9%	131
5	17.2%	87	33.0%	91	50.4%	121
6	19.7%	76	32.2%	90	33.3%	90
7	26.8%	71	41.9%	74	49.0%	100
8	36.0%	50	41.6%	77	52.0%	75
All	29.4%	520	44.3%	573	50.5%	643

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁵

RESULTS

In English language arts, Brooklyn Ascend achieved a PLI of 132.8 in SY 16-17.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
689	16.4%	34.4%	35.7%	13.5%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34.4 & + & 35.7 & + & 13.5 & = & 83.6 \\
 & & & & 35.7 & + & 13.5 & = & \underline{49.2} \\
 & & & & & & \text{PLI} & = & 132.8
 \end{array}$$

EVALUATION

The school met the measure for a PLI value exceeding the SY 16-17 English language arts AMO of 111. In grades 7 and 8, fewer than 15 percent of students scored in the Level 1 range, and in grade 6, where proficiency levels lagged behind other grades, nearly half of all students were on the cusp of proficiency, scoring in the Level 2 range on the exam.

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

⁵ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS

Brooklyn Ascend’s aggregate performance on the NYS English language arts exam outpaced Community District 18, the school’s home district, by 17.2 percentage points. Brooklyn Ascend achieved 50.5 percent proficiency, while CSD 18 achieved 33.3 percent. Students in grade 3 at Brooklyn Ascend outpaced their district peers by over 30 percentage points, while students in all other tested grades outperformed their peers in CSD 18 by between 7.9 points and 14.1 points.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	65.1%	126	34.4%	1118
4	48.9%	131	37.4%	1264
5	50.4%	121	27.2%	1149
6	33.3%	90	20.7%	1075
7	49.0%	100	34.9%	1057
8	52.0%	75	44.1%	1151
All	50.5%	643	33.3%	6814

EVALUATION

Brooklyn Ascend met the measure by exceeding the aggregate district performance in the same tested grades by 17.2 percentage points. Brooklyn Ascend also exceeded district performance for every tested grade in SY 16-17.

ADDITIONAL EVIDENCE

Brooklyn Ascend students have achieved an increase of more than 20 percentage points over the past two years, double the rate of growth achieved by CSD 18. Grade 5 in CSD 18 achieved only a 4.2 percentage-point increase in proficiency over two years, while proficiency rates in grade 5 at Brooklyn Ascend increased by more than 33 points. In grade 7, Brooklyn Ascend grew at nearly triple the pace of the district rate. In grade 6, despite a weaker performance by Brooklyn Ascend students in SY 16-17, Brooklyn Ascend achieved a 13.6 percentage-point increase over two years, compared to a decline of 5.3 points in CSD 18.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students
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⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	38.0%	21%	55.6%	36%	65.1%	34.4%
4	34.6%	23%	54.0%	35%	48.9%	37.4%
5	17.2%	23%	33.0%	28%	50.4%	27.2%
6	19.7%	24%	32.2%	26%	33.3%	20.7%
7	26.8%	19%	41.9%	27%	49.0%	34.9%
8	36.0%	28%	41.6%	34%	52.0%	44.1%
All	29.4%	23%	44.3%	31%	50.5%	33.3%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Brooklyn Ascend achieved an Effect Size of 1.06 overall in SY 16-17. Each grade achieved a positive Effect Size greater than 0.6.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.9%	117	55.6%	34.4%	21.2%	1.27
4	75.5%	124	54.0%	32.7%	21.3%	1.24
5	89.0%	91	33.0%	20.5%	12.5%	0.82
6	85.3%	90	32.2%	22.1%	10.1%	0.64
7	82.7%	74	41.9%	22.5%	19.4%	1.25

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8	90.0%	77	41.6%	25.5%	16.1%	1.02
All	82.1%	573	44.3%	27.1%	17.2%	1.06

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

EVALUATION

Brooklyn Ascend met the measure by achieving an overall Effect Size of 1.06, indicating that the school performed better than expected to a meaningful degree. Every grade achieved an Effect Size greater than 0.3, and in grades 3, 4, 7, and 8, the school achieved an Effect Size greater than 1.0.

ADDITIONAL EVIDENCE

Brooklyn Ascend has increased its overall Effect Size each year since SY 13-14 and has maintained an Effect Size greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	80%	461	29.3%	21.3%	0.58
2014-15	3-8	86%	565	28.7%	17.5%	0.84
2015-16	3-8	82%	573	44.3%	27.1%	1.06

Goal 1: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

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Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁸

RESULTS

In SY 16-17, Brooklyn Ascend achieved a mean growth percentile of 57.0, compared to the statewide median of 50.0. All grades with the exception of grade 4 performed above the statewide median, while grade 4 came within half a percentile point of the median.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.5	50.0
5	52.5	50.0
6	62.0	50.0
7	70.0	50.0
8	52.5	50.0
All	57.0	50.0

EVALUATION

Brooklyn Ascend met the measure.

ADDITIONAL EVIDENCE

Brooklyn Ascend increased its overall unadjusted mean growth percentile significantly from SY 14-15 to SY 15-16. The mean growth percentile also increased at each grade level in SY 16-17.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4		45.5	49.5	50.0
5		40.5	52.5	50.0
6		46.0	62.0	50.0
7		61.5	70.0	50.0
8		51.0	52.5	50.0
All	No data	48.0	57.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan's first absolute measure of 75 percent proficiency, Brooklyn Ascend students met every other accountability measure in SY 16-17 and remain on a path toward continued progress in English language arts.

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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The school is confident in the strength of the Ascend Common Core curriculum instituted in SY 14-15, especially for those students who, from an early age, have benefitted from it. Students in grade 3, in particular, have shown continued significant improvement since SY 14-15 and achieved high levels of proficiency in SY 16-17. At the middle school, grades 5, 7, and 8 have all made notable progress over the past two years. Across all grades, students continue to outperform their district peers by considerable margins, attain levels of proficiency meaningfully greater than expected, and grow robustly year-over-year.

Overall, the school has shown improvement towards attaining its English language arts goal this year; still, we are not satisfied by these results. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development will contribute to more consistent progress and achievement towards this goal.

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 Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.	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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Met

ACTION PLAN

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

Brooklyn Ascend will implement Ascend's network-wide initiatives in SY 17-18: Strengthening Early Literacy, the Continuous Monitoring of Student Work, and Strengthening Implementation of Responsive Classroom.

Every Ascend lower school will focus on the rapid development of early literacy skills in grades K-2, in order to deliver more students to upper elementary and middle schools as confident and capable readers. By improving the effectiveness of literacy instruction with an emphasis on phonics and guided reading, the school will bring additional students to grade level in reading by the end of second grade. Developing adult understanding of how children learn to read, strengthening

program implementation in grades K-2, and the addition of read-aloud in grades K-1 will provide the framework for implementation.

The Continuous Monitoring of Student Work Initiative began in SY 15-16 and will again be implemented to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure effective feedback in order to improve student understanding. The intended outcomes are to improve the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

Strengthening Implementation of Responsive Classroom will lead to a focus on creating autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative are to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meeting, and improve teachers' use of interactive modeling.

To address weaker performance in grade 6 and the decline in proficiency at the grade 4 level, the school has made staffing changes that will enable stronger instructional leadership and higher quality classroom teaching in these grades.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).⁹ This measure examines the percent of the

⁹ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

ENGLISH LANGUAGE ARTS

Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

The measure is not applicable.

ADDITIONAL EVIDENCE

In SY 16-17, Brooklyn Ascend administered the ELA Common Core Regents Exam to 20 students in the 2015 Accountability Cohort. Typically, this Regents exam is administered in students’ third year, but top-performing students are invited to take the exam a year early. Of these 20 students who took the exam, 25 percent scored a Level 4, and all 20 students passed the exam.

Number in 2015 Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
64	0%	15%	60%	25%

Goal 1: Comparative Measure

Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

This measure is not applicable.

ADDITIONAL EVIDENCE

This measure is not applicable.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁰

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. However, the school's first students to take the ELA Common Core Regents exam show considerable promise.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not applicable
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not applicable
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	Not applicable

¹⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

Not applicable.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Since SY 14-15, Brooklyn Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the mathematics program included the following:

- The curriculum in math features the approach known as *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance in other leading NYC charter schools, including those in the Success and Achievement First networks.
- *Singapore Math* is the primary math program in kindergarten through the 5th grade. Singapore Math is based on the curriculum that took Singapore students to the top of international math assessments.¹¹ The program focuses on building problem-solving skills and an in-depth understanding of essential math skills. It is closely aligned with curricular focal points recommended by the National Council of Teachers of Mathematics and the Common Core Learning Standards. Students are taught not only mathematical methods, but also why they work.
- In *Number Stories*, which is founded on the tenets of CGI, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. Math fluency is also reinforced in the routines that open each *Number Stories* lesson, when for approximately 10-20 minutes a day, students practice *Math Routines* to build automaticity and fluency in computation.
- In the middle school, one of the 45-minute daily math periods is deployed for *EngageNY*. The second math period is dedicated to *Math in Context*.

Ascend has created a powerful culture of response to instructional data 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, norm-referenced NWEA MAP assessments, and other measures of student performance during the course of the year. Since the purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system, staff are able to monitor progress and assess comprehension, as well as data for data-driven teacher training and evaluation, through access to instant feedback. Teachers and leaders consistently review student work and

¹¹ Marshall Cavendish, "Math in Focus: Singapore Math Research and Efficacy," Accessed July 10, 2015, http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_research_efficacy_lr.pdf?la=en

MATHEMATICS

achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 16-17 implemented its network-wide initiative for the Continuous Monitoring of Student Work, and will continue this initiative in SY 17-18.

All Ascend schools participate in Teacher Planning and Development, a network-wide program begun in SY 15-16, aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling. The TPD program complements the Continuous Monitoring initiative by providing dedicated time in teachers' and leaders' schedules for analysis of student work, tracking data, and developing teacher strategies for improving their response to student performance during lessons.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	146	1	0	2	0	148
4	132	0	0	0	1	133
5	121	0	0	0	0	121
6	102	0	0	1	0	103
7	108	0	0	0	0	108
8	79	0	0	0	0	79
All	688	1	0	3	1	692

¹² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS

53.3 percent of Brooklyn Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 16-17, compared to 53.2 percent of all Brooklyn Ascend students in tested grades who achieved proficiency. Grades 3, 4, 5, and 7 all achieved proficiency levels above 50 percent, while grade 6 students approached 50 percent proficiency. Grade 8 students struggled to achieve proficiency at levels similar to their peers in other grades.

Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69.0%	146	68.8%	125
4	51.0%	132	50.8%	132
5	59.0%	121	58.7%	121
6	47.0%	102	49.4%	89
7	53.0%	108	53.0%	100
8	28.0%	79	28.0%	75
All	53.2%	688	53.3%	642

EVALUATION

In SY 16-17, the school did not meet the absolute measure. However, the school showed progress towards the 75 percent proficiency benchmark by closing the gap to 21.7 percentage points overall. In a notable achievement, grade 3 students—those who have been exposed to Ascend’s revised mathematics curriculum since kindergarten—achieved 68.8 percent proficiency, just 6.2 points shy of the 75 percent threshold. The absolute performance of students in SY 16-17’s grade 8 cohort is disappointing and fails to meet our aspirations for their success.

ADDITIONAL EVIDENCE

Since SY 14-15, Brooklyn Ascend students have improved their overall rate of proficiency by 24.3 percentage points. Notably, performance in grade 5 has improved by over 30 percentage points over two years, while grade 7 posted remarkable results in SY 16-17, improving by 32.7 points from the previous year. All but one grade level has seen a proficiency increase of at least 20 percentage points since SY 14-15; performance in grade 8 has improved 6 percentage points over three years.

The decline at the grade 8 level from SY 15-16 to SY 16-17 is disappointing; however, this cohort has historically struggled to attain higher levels of proficiency, and in SY 16-17, the cohort actually improved by nearly 8 percentage points from its 7th grade performance in SY 15-16. All cohorts, with the exception of the SY 16-17 5th grade cohort, improved their performance from SY 15-16 to SY 16-17.

Mathematics Performance by Grade Level and School Year

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Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41.1%	129	48.7%	117	68.8%	125
4	29.9%	107	64.5%	124	50.8%	132
5	23.0%	87	38.5%	91	58.7%	121
6	24.7%	77	37.4%	91	49.4%	89
7	22.5%	71	20.3%	74	53.0%	100
8	22.0%	50	34.2%	76	28.0%	75
All	29.0%	521	43.1%	573	53.3%	642

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹³

RESULTS

Brooklyn Ascend achieved a PLI of 136.0 in SY 16-17.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	17.2%	29.7%	29.4%	23.8%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 29.7 & + & 29.4 & + & 23.8 & = & 82.8 \\
 & & & & 29.4 & + & 23.8 & = & \underline{53.2} \\
 & & & & & & \text{PLI} & = & 136.0
 \end{array}$$

EVALUATION

The school met the measure by achieving a PLI value exceeding the SY 16-17 mathematics AMO of 109. In grade 8, where the percentage of students scoring proficient or advanced was lower than

¹³ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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other grades, a large proportion of students—45.6 percent—were at the cusp of proficiency, attaining a Level 2 score on the exam.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁴

RESULTS

Brooklyn Ascend’s aggregate performance outpaced Community School District 18, the school’s home district, by 28.5 percentage points. Each grade level at Brooklyn Ascend outperformed CSD 18 in SY 16-17.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68.8%	125	37.5%	1138
4	50.8%	132	26.9%	1277
5	58.7%	121	25.3%	1163
6	49.4%	89	20.5%	1094
7	53.0%	100	22.6%	1063
8	28.0%	75	15.5%	1022
All	53.3%	642	25.0%	6757

EVALUATION

Brooklyn Ascend met the measure by exceeding the aggregate district performance. At three grade levels—grade 3, 5, and 7—Brooklyn Ascend students outperformed their district peers by at least 30 percentage points.

¹⁴ 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](#).

ADDITIONAL EVIDENCE

CSD 18 has improved its overall performance by just 2 percentage points over two years, whereas Brooklyn Ascend has improved by 24.3 points over the same period. In grade 5, Brooklyn Ascend has made significant improvements, increasing proficiency levels by over 35 percentage points, compared to the district’s decline in proficiency at the grade 5 level over two years. From SY 14-15 through SY 16-17, all but one of Brooklyn Ascend’s cohorts have outperformed CSD 18. Since SY 14-15, each grade’s proficiency level at Brooklyn Ascend has grown by at least three times as much as the corresponding grade in CSD 18.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	41.1%	29%	48.7%	31%	68.8%	37.5%
4	29.9%	25%	64.5%	26%	50.8%	26.9%
5	23.0%	27%	38.5%	22%	58.7%	25.3%
6	24.7%	20%	37.4%	23%	49.4%	20.5%
7	22.5%	19%	20.3%	19%	53.0%	22.6%
8	22.0%	17%	34.2%	16%	28.0%	15.5%
All	29.0%	23%	43.1%	23%	53.3%	25.0%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

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RESULTS

Brooklyn Ascend achieved an Effect Size of 0.83 overall in SY 15-16 for mathematics. Grades 4 and 8 achieved an Effect Size greater than 1, and all but grade 7 achieved an Effect Size greater than 0.3. All grades at Brooklyn Ascend achieved a positive Effect Size in SY 15-16.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.9%	117	48.7%	36.8%	11.9%	0.59
4	75.5%	124	64.5%	36.0%	28.5%	1.49
5	89.0%	91	38.5%	23.8%	14.7%	0.76
6	85.3%	91	37.4%	24.3%	13.2%	0.65
7	82.7%	74	20.3%	19.6%	0.7%	0.04
8	90.0%	76	34.2%	13.5%	20.7%	1.22
All	82.1%	573	43.1%	27.2%	15.9%	0.83

School's Overall Comparative Performance:

Better than expected to a meaningful degree

EVALUATION

Brooklyn Ascend met the measure of achieving an Effect Size greater than 0.3, thereby performing better than expected to a meaningful degree.

ADDITIONAL EVIDENCE

Since SY 14-15, Brooklyn Ascend has consistently improved its overall Effect Size. In SY 15-16, the school overall performed better than expected to a meaningful degree for the first time in three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	80%	461	26.0%	28.9%	-0.15
2014-15	3-8	86%	521	28.4%	24.2%	0.24
2015-16	3-8	82%	573	43.1%	27.2%	0.83

Goal 2: Growth Measure¹⁵

¹⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15, including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁶

RESULTS

Brooklyn Ascend achieved an unadjusted mean growth percentile of 67.0 in SY 15-16, compared to the statewide median of 50.0. The school’s unadjusted percentiles for grades 4 and 8 were particularly high, at 73.0 and 75.0, respectively. Each grade attained an unadjusted mean growth percentile higher than the statewide median.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	73.0	50.0
5	65.5	50.0
6	61.0	50.0
7	58.5	50.0
8	75.0	50.0
All	67.0	50.0

EVALUATION

Brooklyn Ascend met the measure.

¹⁶ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

The school has increased its mean growth percentile markedly over the past two years. While only 2 grades achieved unadjusted mean growth percentiles higher than 50.0 in SY 14-15, all grades attained unadjusted percentiles above 50.0 in SY 15-16.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4		37.0	73.0	50.0
5		37.0	65.5	50.0
6		47.0	61.0	50.0
7		60.0	58.5	50.0
8		63.5	75.0	50.0
All	No data	46.0	67.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

Though the school did not meet the Accountability Plan’s first absolute measure of 75 percent proficiency, Brooklyn Ascend students met every other accountability measure in SY 16-17 and remain on a path toward continued progress in mathematics.

The school is confident in the strength of the Ascend Common Core curriculum instituted in SY 14-15, especially for those students who, from an early age, have benefitted from it. Students in grade 3 showed significant improvement in SY 16-17 and came within striking distance of the 75 percent threshold for absolute proficiency. Meanwhile, proficiency levels for grades 5, 6, and 7 have all increased markedly over a two-year period. Overall, the school continues to outperform its host district by considerable margins, attain levels of proficiency meaningfully greater than expected, and, for the first time, grow robustly year-over-year in each grade.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school’s aggregate Performance Level Index (“PLI”) on the State mathematics exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics	Met

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Met

ACTION PLAN

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

Brooklyn Ascend will implement Ascend's network-wide initiatives in SY 17-18: Strengthening Early Literacy, the Continuous Monitoring of Student Work, and Strengthening Implementation of Responsive Classroom. The Early Literacy Initiative is discussed above, in the English language arts Action Plan.

The Continuous Monitoring of Student Work Initiative began in SY 15-16 and will again be implemented to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure effective feedback in order to improve student understanding. The intended outcomes are to improve the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

Strengthening Implementation of Responsive Classroom will lead to a focus on creating autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative are to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meeting, and improve teachers' use of interactive modeling.

Grade 8 will be a particular area of emphasis for the implementation of the Continuous Monitoring Initiative. Middle school staff and teachers will track more closely the performance of students in grade 8 and tighten the information feedback loop at that level, in order to urgently identify growth areas for particular students and create more targeted intervention.

HIGH SCHOOL MATHEMATICS

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core) and Geometry Regents exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹⁷ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

¹⁷ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

MATHEMATICS

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of 165.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

Mathematics Accountability Performance Level (APL)

MATHEMATICS

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, these measures are not applicable at this time.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Not applicable
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Not applicable

MATHEMATICS

Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not applicable
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	Not applicable

ACTION PLAN

Not applicable.

GOAL 3: SCIENCE

Goal 3: Science

Brooklyn Ascend Charter School Students will meet grade level expectations in science

BACKGROUND

Since SY 14-15, Brooklyn Ascend has implemented the new Ascend Common Core curriculum. In SY 16-17, the components of the science program included the following:

- MacMillan/McGraw-Hill's *A Closer Look* science program was first selected as the curriculum for the lower school because of its strong Common Core alignment; integration of rich content with well-conceived inquiry experiments; and vibrant, engaging textbooks. An independent study of St. Louis Public Schools (which deploy the MacMillan/McGraw-Hill science series), revealed that black students' performance on the Missouri Assessment Program is improving at a rate exceeding that of the state average. Ascend has since added many originally created science units that are aligned to the Next Generation Science Standards and culminate in project-based learning projects.
- In the middle school, students learn standards-based science in the context of intriguing personal and societal issues through the *Science Education for Public Understanding Program*, developed at the University of California at Berkeley and composed of courses in Issues and Earth Science, Issues and Life Science, and Issues and Physical Science. Two decades' worth of research have demonstrated the program's positive impact on students' science education with regards to fostering subject knowledge, inquiry skills, engagement, and approaches for making decisions and solving issues. Ascend-created units on topics related to health and nutrition have been integrated into the program.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. 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

Brooklyn Ascend grade 4 and grade 8 students enrolled in at least their second year achieved 75.0 percent proficiency overall.

SCIENCE

Charter School Performance on 2016-17 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested
4	82.7%	133
8	61.3%	75
All	75.0%	208

EVALUATION

Brooklyn Ascend met the measure by achieving a proficiency rate of 75 percent for all students enrolled in at least their second year. Grade 4 students exceeded the measure, but grade 8 students did not attain 75 percent proficiency in SY 16-17.

ADDITIONAL EVIDENCE

Brooklyn Ascend students have, since SY 14-15, achieved at least 75 percent proficiency overall on the state science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	78.3%	106	92.6%	122	82.7%	133
8	72.0%	50	57.3%	75	61.3%	75
All	76.3%	156	79.2%	197	75.0%	208

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

Results for science are not yet available for CSD 18 in SY 16-17.

2016-17 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	82.7%	133	--	--
8	61.3%	75	--	--
All	75.0%	208	Not available	Not available

EVALUATION

Results for science are not yet available for CSD 18 in SY 16-17.

ADDITIONAL EVIDENCE

While results for science are not yet available for CSD 18 in SY 16-17, Brooklyn Ascend’s performance compared to overall CSD performance in previous years has been strong. While the performance of grade 4 Brooklyn Ascend students has been comparable to CSD 18 performance, Brooklyn Ascend students in grade 8 have consistently outpaced their district peers.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	78.3%	81%	92.6%	87%	82.7%	--
8	72.0%	45%	57.3%	43%	61.3%	--
All	76.3%	66%	79.2%	69%	75.0%	Not available

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 18 in SY 16-17, Brooklyn Ascend students continue to attain excellence in science. 75 percent of students were found proficient overall, and students in grade 4 achieved a proficiency level 7 points above the 75 percent threshold. While grade 8 students did not meet the 75 percent measure in SY 16-17, the school will endeavor to increase the rate of achievement at this level through continued improvements to its science program, as described below.

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.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	Not yet available

	state exam will be greater than that of all students in the same tested grades in the school district of comparison.	
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ACTION PLAN

Brooklyn Ascend will improve its current levels of proficiency in science by setting internal goals for absolute proficiency for the first time in SY 17—18. The school also plans to improve accountability for science teachers at both the lower and middle school levels.

This year, professional development in science instruction will continue to expand as it has over the past three years since the implementation of the new science program. This, combined with a staff of teachers who have gained experience and expertise in science instruction over time, will lead to a further strengthening of the science program. Professional development for science teachers during Ascend’s most recent Summer Institute was much improved from previous years.

HIGH SCHOOL SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

SCIENCE

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

Brooklyn Ascend Charter School students will meet grade level expectations in social studies.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

GOAL 5: NCLB

Goal 5: NCLB

To achieve an Accountability Status of good standing

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

The school will remain in Good Standing in SY 16-17.

EVALUATION

The school met the measure.

ADDITIONAL EVIDENCE

Brooklyn Ascend has remained in Good Standing for the past three years.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Brooklyn Ascend Charter School students will remain on the path to graduation from high school.

Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

As a college-preparatory school, Brooklyn Ascend High School expects its students to exceed minimum state requirements for graduation:

- 44 credits (one credit is earned per semester for each full-time course that receives a passing grade of 65 or higher, and students are expected to earn a specific number of credits in each subject area.)
- Regents 4+1 requirements
- 50 hours of community service

The following courses were offered are offered for credit in SY 17-18:

Course name	Department name	Credits per semester	Credits per year
AP Biology	Science	-	2
Algebra I	Mathematics	-	2
Algebra II	Mathematics	-	2
Chemistry	Science	-	2
College Seminar 9	Elective	0.5	1
College Seminar 10	Elective	0.5	1
College Seminar 11	Elective	0.5	1
Critical Reading 9	Elective	0.5	-

HIGH SCHOOL GRADUATION

Critical Math 9	Elective	0.5	-
Critical Reading and Math 9	Elective	0.5	-
Critical Reading 10	Elective	0.5	-
Critical Math 10	Elective	0.5	-
Critical Reading and Math 10	Elective	0.5	0
English I	English	-	2
English II	English	-	2
English III	English	-	2
Geometry	Mathematics	-	2
Global I	Social Studies	-	2
Global II	Social Studies	-	2
Health	Health	-	2
Maker	Elective	0.5	-
Physical Education 9	Physical Education	0.5 / 1.5	2
Physical Education 10	Physical Education	0.5	1
Physical Education 11	Physical Education	1	2
Physics	Science	-	2
Spanish 1	Languages Other Than English	-	2
Spanish II	Languages Other Than English	-	2
US History	Social Studies	-	2

Students at risk of not meeting promotion standards will be notified in January or February. Students who do not meet promotion requirements in June have the opportunity to attend summer school and be promoted in August if promotion standards are met at that time.

Grade level	Minimum credits
9	8
10	20, including 4 in English and 4 in Social Studies
11	30
12	44

RESULTS

In SY 16-17, 94.4 percent of students in the 2015 Total Cohort earned the required number of credits; 87.5 percent of students in the 2016 Total Cohort earned the required number.

HIGH SCHOOL GRADUATION

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	71	94.4%
2016	72	87.5%

EVALUATION

The school met the measure.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

RESULTS

53.5 percent of students in the school's Second Year Total Cohort passed at least three Regents exams required for graduation.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	0	n/a
2014	0	n/a
2015	71	53.5%

EVALUATION

The school did not meet the measure. SY 16-17 was the school's first year serving students in 10th grade; going forward, the school will strive to increase the percentage of students passing at least three Regents exams by the end of their second year through further refinements to its program.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

HIGH SCHOOL GRADUATION

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.¹⁸ Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison¹⁹. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

Brooklyn Ascend High School currently does not enroll any students in a Fourth Year Accountability Cohort. Therefore, this measure is not applicable.

¹⁸ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

¹⁹ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GRADUATION

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Ascend High School has made progress in its second year towards attaining its high school graduation goal. While the school did not meet its goal of 75 percent of students in the second year cohort passing at least three different Regents exams required for graduation, we are encouraged by our initial performance on this measure in the school's first year with 10th grade students. The school is exceeding its goal of promoting at least 75 percent of students in each cohort by a considerable margin.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not applicable

GOAL 7: COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Brooklyn Ascend Charter School will adequately prepare students to succeed in college and beyond.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance on one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student’s highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	0					
2015-16	0					
2016-17	71	61	419	Not yet available	414	Not yet available

EVALUATION

New York State average scores for the Fall 2016 PSAT are not yet available.

ADDITIONAL EVIDENCE

New York State average scores for the Fall 2016 PSAT are not yet available.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

RESULTS

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 7: Comparative Measure

The percent of graduating students that meets the state’s aspirational performance measure (“APM”), currently defined as the percentage of students in a cohort who graduate with a score meeting the college and career readiness standard on a math Regents exam AND an English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score meeting the college and career readiness standard on a math Regents exam and on an English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with scores below the college and career readiness standard – are likely to require remediation in college.

RESULTS

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

Goal 7: Comparative Measure

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

Goal 7: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

METHOD

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

RESULTS

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

Goal 7: Absolute Measure

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

METHOD

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

COLLEGE PREPARATION

RESULTS

Brooklyn Ascend High School did not enroll 12th grade students in SY 16-17. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

SUMMARY OF THE COLLEGE PREPARATION GOAL

New York State average scores for the fall 2016 PSAT are not yet available.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not yet available
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not applicable
	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not applicable
	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not applicable
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not applicable
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not applicable