

**CANARSIE ASCEND
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 8, 2014

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Josue Cofresi, Manager, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stephanie Mauterstock	Chair/President
Kathleen Quirk	Treasurer
Amanda Craft	Secretary
Lisa Smith	Parent Rep
Christine Schlendorf	Member

Brenda Daniels has served as the school director since June 2013.

INTRODUCTION

Canarsie Ascend Charter School opened its doors in September 2013, serving an average of 213 students in Kindergarten and grade 1 throughout the school year. The school is located in Community District 18 in the Canarsie neighborhood of Brooklyn. Ninety-one percent of students are black, and five percent are Hispanic or Latino. Seventy-four percent of students qualify for free or reduced-price lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	98	115	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	213

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Canarsie Ascend Charter School will meet grade level expectations in English.

Background

In the summer of 2013, the Ascend network of schools, including Canarsie Ascend Charter School, adopted a plan, based on an analysis of the network's 2013 results, to drive up results on the Common Core assessments in their second year of administration in New York State by ensuring that each school adhered more closely to the SABIS program and implemented it with high fidelity.

Under the "Better Fidelity" Initiative, Ascend identified precise measures taken within individual schools and by specific teachers which resulted in superior results, and implemented new initiatives based on these best practices so as to improve outcomes for all Ascend students. These practices include departmentalized teaching in all schools in some grades and subjects, stronger alignment between the SABIS curriculum and the expectations of the Common Core (which includes more time for response to literature), and more intensive preparation for the skills measured by the Common Core. All of these measures have been put in place at all of Ascend's schools in the 2013-2014 school year.

By midyear, ongoing periodic exams revealed that the strongest results were being obtained not in classrooms where the SABIS program was being implemented by the book, but rather where teachers were supplementing SABIS materials with Common Core-aligned material, such as those available from EngageNY, and making other adaptations to meet the Core's new expectations. The call for "Better Fidelity" had been simplistic.

Other initiatives that were implemented this school year include the radical improvement of questioning and prompting, which fosters independent thinking—a central focus of the new Common Core State Standards—and the adoption of the Responsive Classroom model to cultivate students' cooperation, assertiveness, responsibility, and empathy, and thereby strengthen the Ascend student culture.

This current school year, for both English language arts and mathematics, the SABIS curriculum's content, in-classroom practice questions, and weekly and periodic assessments underwent refinements to ensure that they were meeting the demands and rigor of the new Common Core State Standards. For example, reading comprehension assessments included unseen passages to better prepare scholars for the unfamiliar texts in New York's English language arts assessments.

Given the particularly strong emphasis on writing in the new English standards, Ascend's writing program was extensively redesigned to allow classroom writing exercises to flow from the content of the Anthology literature. In essence, the writing curriculum moved away from stand-alone exercises based on personal experiences to writing activities in response to literature. Structurally, the Anthology curriculum had been stretched into the writing period to allow for adequate practice by scholars in drafting written responses that mindfully adhere to grammar and punctuation rules.

In 2014-15, a new ELA curriculum strengthens writing instruction through a dedicated daily writing period, consisting of shared text study, writing in response to the text, and explicit grammar instruction.

Goal 1: 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 English language arts exam for grades 3-8.

Method

The school did not administer the New York State Testing Program English language arts assessment to because it does not yet serve state-tested grades.

Results

N/A

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

The SABIS periodic assessments measure students’ proficiency in the skills taught throughout the school year. During the first 20 weeks of the school year, Canarsie Ascend’s first-graders averaged English scores of 80.6 percent. The English scores are above the curriculum’s passing score of 70 percent.

All students from Canarsie Ascend are administered the Renaissance Learning STAR Early Literacy tests. At the beginning of the year, first-graders were reading at grade level. By March, they were approximately 2 months ahead of grade level. Specifically, when last tested, their average grade

placement (grade position in the year) was 1.58, as compared to their average grade-equivalent score of 1.78.

While the kindergarten STAR Early Literacy assessments do not present achievement in terms of national percentile or grade equivalent metrics, they do provide scale scores. Historically, kindergarten students have needed to advance approximately 160 scale score units by the end of the school year in order to remain at grade level. To date, kindergarten students have demonstrated increases in their scale scores at a rate of 20 points per month. If the scholars' scale score growth continues at its current rate, then they would achieve an average of 200 points by the end of the year, signifying literacy competency that is well above grade level.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exams will meet the year's 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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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 200.¹

Results

N/A

Evaluation

N/A

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 local community school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

Results

N/A

Evaluation

N/A

Additional Evidence

See “Additional Evidence” under the first Absolute Measure above.

**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 Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
All						

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.³

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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

² Schools can acquire these data when the New York State Education Department releases its Access 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](#).

³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the 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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available.⁵

Results

N/A

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

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

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Optional Measure
N/A
Method N/A
Results N/A
Evaluation N/A
Additional Evidence N/A

Summary of the English Language Arts Goal

N/A

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.	N/A
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A
	Optional Measure	N/A

Action Plan

N/A

MATHEMATICS

Goal 2: Mathematics

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

Background

See the background under the “English language arts” section.

In March 2014, the school launched "Math Stories" during which scholars spend an entire period studying a single state test-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. When they see the approaches other scholars devise, they learn that there isn't one "right" way to solve a problem. When they then grasp the logic that bridges the several approaches, they deepen their understanding of essential concepts—and behold math's beauty.

The SABIS curriculum has been replaced in the current school year with an assembly of instructional programs, some developed by Ascend and some by commercial publishers, whose products were carefully selected by Ascend and the school in spring 2014. Direct instruction continues as a primary pedagogy, but the new array of diverse curricula offers students and teachers a much broader range of pedagogical experiences, including cognitively-guided instruction (CGI) and inquiry/discovery learning.

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 did not administer the New York State Testing Program mathematics assessment in April 2014 because it school does not yet serve state-tested grades.

Results

N/A

Evaluation

N/A

Additional Evidence

The SABIS periodic assessments measure students' proficiency in the skills taught throughout the school year. During the first 20 weeks of the school year, Canarsie Ascend's first-graders averaged math scores of 84.8 percent. The math scores are above the curriculum's passing score of 70 percent.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet the year's 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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.⁶

Results

N/A

Evaluation

N/A

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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

Results

N/A

⁶ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁷ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Evaluation

N/A

Additional Evidence

N/A

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁸

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools’ 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 small 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 2013-14 analysis is not yet available.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

⁸ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Goal 2: Growth Measure⁹

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available.¹⁰

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

<p>Goal 2: Optional Measure N/A</p> <p>Method N/A Results N/A Evaluation N/A Additional Evidence N/A</p>

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Summary of the Mathematics Goal

N/A

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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
	Optional Measure	N/A

Action Plan

N/A

SCIENCE

Goal 3: Science

Canarsie Ascend Charter School students will meet grade level expectations in Science.

Background

Teaching students “how to do science” is the ultimate goal of the Sabis science curriculum. Sabis science courses at different levels provide a variety of ways for students to learn the material taught, as well as the problem-solving skills and analytical thinking necessary to become scientifically literate. Students start to apply science in everyday life through real-life problems, in classroom exercises, on examinations, and through laboratory work where they relate course material to actual data.

The Sabis science program has the following student objectives:

- Understand the major concepts, principles, and theories of the sciences
- Apply the process of inquiry to everyday problem-solving (e.g., recognizing and identifying problems, stating hypotheses, understanding assumptions, observing critically, collecting data, interpreting and evaluating data, and drawing proper conclusions)
- Gain knowledge and a solid understanding of the mathematics needed for the study of advanced sciences (i.e. chemistry and physics)
- Understand and use the language of science
- Master common applications of technology, especially computers
- Demonstrate positive attitudes, values, and appreciation toward science and technology

The school used the *Exploring the World of Science Book Series*. The program offers an effective inquiry-based core science curriculum with three strands at each grade level: physical science, life science, and Earth and space. The program enables students to develop their skills of observation to gather evidence, interpret data, and draw sound scientific conclusions. The program includes workbooks and experiment kits to accompany each chapter for written and visual reinforcement of fundamental science concepts and assessment.

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 exam.

Method

The school did not administer the New York State Testing Program science assessment in April 2014 because it does not yet serve the 4th or 8th grade.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Optional Measure

N/A

Method N/A

Results N/A

Evaluation N/A

Additional Evidence N/A

Summary of the Science Goal

N/A

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.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A
	Optional Measure	N/A

Action Plan

N/A

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: 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 a local assistance plan school.

Method

Since *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

N/A

Evaluation

N/A

Additional Evidence

N/A