



Canarsie Ascend Charter School

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Dylan Schaffer

Canarsie Ascend Charter School
9719 Flatlands Avenue, Brooklyn, NY 11236

(347) 464-7600 ext. 1124

INTRODUCTION

Dylan Schaffer, planning and external affairs associate, Ascend Learning, Inc. prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

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

Anastasia Michals has served as school director since September 2015.

INTRODUCTION

The mission of Canarsie 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

Canarsie Ascend opened in September 2013 and has grown to serve students in kindergarten through grade 3 in 2015-16. It will continue to grow by a grade per year to offer at maturity a comprehensive K-12 college-preparatory program. Canarsie Ascend is located in Community School District 18 in New York City. In SY 15-16, 65% of Canarsie Ascend students qualified for free or reduced-priced lunch, 98% were black or Latino, and 11% 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
2011-12														N/A
2012-13														N/A
2013-14	97	113												210
2014-15	29	106	107											242
2015-16	112	57	113	110										392

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

In SY 14-15, Canarsie Ascend moved fully away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. In SY 15-16, the components of the English language arts programs included:

- *Foundations*, grades K-2—a program for phonemic awareness, fluency, vocabulary, and comprehension. 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 later grades of the lower school, *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, influenced by a similar program at Success Academy Charter Schools and at Icahn Charter Schools (which serve student populations not unlike those served Ascend schools), 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.
- *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.
- In the *Shared Text* component, modeled after a similar program at Success Academy Charter Schools, 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. In the lower school, Shared Text is a companion component to Literature Circle; in grades 5-8 texts are often selected to align with the Humanities Program Scope and Sequence. Texts are selected in a range of genres and often provide historical context to the anchor text book under discussion.

- Ascend’s Humanities Program, which begins in grade five, 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, the great books program was designed to develop students’ individual voices, reading and writing sensibilities, and public speaking skills with an ambitious syllabus that includes a cross-cultural selection of classic literature and key primary texts.

Canarsie Ascend has created a powerful culture of response to instructional data. In addition to New York State exams administered each spring, teachers use benchmark assessments, unit tests, STEP and STAR assessments, and other measures of student performance during the course of the year. The purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system allowed staff to monitor progress and assess comprehension, as well as for data-driven teacher training and evaluation, through access to instant feedback.

In SY 15-16, all Ascend schools initiated Teacher Planning and Development, a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling.

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 grade in April 2016. 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).

MATHEMATICS

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	105	0	0	4	2	111
4	--	--	--	--	--	--
5	--	--	--	--	--	--
6	--	--	--	--	--	--
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	105	0	0	4	2	111

RESULTS

50.5% of all Canarsie Ascend students achieved proficiency on the NYS English language arts exam in SY 15-16; 57.3% of students enrolled in at least their second year achieved proficiency.

Performance on 2015-16 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	50.5%	105	57.3%	82
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
All	50.5%	105	57.3%	82

EVALUATION

In SY 15-16, Canarsie Ascend did not meet this absolute measure. Given that SY 15-16 was Canarsie Ascend's first year with tested grades, the performance of 57.3% in grade 3 represents solid progress towards achieving the measure. These students have benefitted from taking part in the Ascend Common Core curriculum from an earlier stage in their academic lives. The Shared Text component of the curriculum, in particular, was implemented successfully in grade 3, with effective and thorough training delivered to the entire staff, driving a strong performance.

At Canarsie Ascend, highly effective and stable leadership has bolstered performance. This strong leadership has led to strong staff retention, meaning teachers gaining experience and prowess in the classroom, thereby driving scores higher. The school will continue to build on these successes

¹ 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.

MATHEMATICS

and redouble its efforts to close the remaining gap in proficiency by identifying and addressing particular areas for growth and improvement with urgency.

ADDITIONAL EVIDENCE

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams in English language arts. No further data are available.

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 2015-16 English language arts AMO of **104**. 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 200.²

RESULTS

In English language arts, Canarsie Ascend achieved a PLI of 137.2 in SY 15-16.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
105	13.3%	36.2%	42.9%	7.6%

$$\begin{array}{rcccccccc} \text{PI} & = & 36.2 & + & 42.9 & + & 7.6 & = & 86.7 \\ & & & & 42.9 & + & 7.6 & = & \underline{50.5} \\ & & & & & & \text{PLI} & = & 137.2 \end{array}$$

EVALUATION

The school met the measure for a PLI value, exceeding the SY 15-16 English language arts AMO of 104. This achievement was accomplished by a strong number of students scoring at Level 2 and Level 3 proficiency, and by a relatively small percentage of students scoring in the Level 1 range. This performance in particular can be attributed by Canarsie Ascend's strong response to intervention (RTI) program, which provides tiered interventions to students who are struggling academically, while still keeping those students integrated with their classmates through a series of push-in and pull-out services. In 2014, Canarsie Ascend purchased and implemented the use of the

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Illuminate Data and Assessment (DnA) system, which allowed for increased efficiency and effectiveness of tracking student performance and growth across a variety of measures. This system, along with a robust professional development and planning program, have allowed for the school to better prepare teachers for providing targeted, purposeful lessons aimed at improving student achievement levels.

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 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 each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

In SY 15-16, Canarsie Ascend's performance on NYS English language arts exam outpaced Community District 18, Canarsie's home district, by 21.3 percentage points in the corresponding tested grade. Canarsie Ascend achieved 57.3% proficiency among students enrolled in at least their second year, compared to 36% proficiency for all CSD students in grade 3.

2015-16 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	57.3%	82	36%	1,263
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
All	57.3%	82	36%	1,263

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

EVALUATION

Canarsie Ascend met the measure by exceeding the aggregate district performance in the same tested grades by 21.3 percentage points.

ADDITIONAL EVIDENCE

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams in English language arts. No further data are available.

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 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams in English language arts. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams in English language arts. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan’s first absolute measure of 75% proficiency, Canarsie Ascend students remain on a path toward continued progress in English language arts.

This year’s strong performance by grade 3 students—the only grade of tested students currently at the school, and the first cohort to take the state exam—speaks to 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 its use. These students are now well-positioned to close the gap and achieve this absolute measure. Canarsie Ascend are also outperforming their CSD peers, thanks in

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.

part to the strong leadership in the school that has led to the development of a uniquely qualified and expert staff.

While it is too early to know how Canarsie Ascend will perform on other comparative and growth measures, the school hopes to build on the success of the previous year by enacting targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development will contribute to consistent progress and achievement towards this goal in the next accountability period.

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 Achieve
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.	Achieved
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.	Achieved
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 2013-14 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

ACTION PLAN

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

Canarsie Ascend will take part in Ascend's network-wide initiatives: cultivating a Love of Reading, and the Continuous Monitoring of Student Work. The Love of Reading initiative will help to bolster English language arts scores by developing rituals and activities in the school that celebrate, highlight, and inspire a love of reading among students and faculty. Strengthened implementation and effectiveness of all literacy blocks and added dedicated time for independent reading, will provide the framework for these cultural changes.

The Continuous Monitoring of Student Work initiative will be implemented to build on the overall success of Teacher Planning and Development (TPD) efforts, which began in SY 14-15, as well as the positive effects of ongoing incremental goal-setting and targeted intervention at Canarsie Ascend in SY 15-16. The initiative will standardize incremental goal-setting as a practice across all levels, allowing for increased staff development opportunities for leaders and teachers.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

In SY 14-15, Canarsie Ascend fully moved away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. In SY 15-16, the components of the English language arts programs included:

- 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 network.
- *Singapore Math* is the primary math program in the kindergarten through the fifth grade. Singapore Math is based on the curriculum that took Singapore students to the top of international math assessments. 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 Teacher 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.
- For approximately 10-20 minutes per day, students practice *Math Routines* to build automaticity and fluency in computation.
- In middle school, one of the 45-minute daily math periods is deployed for *EngageNY*. The second math period is dedicated to *Math in Context*.

Canarsie Ascend has created a powerful culture of response to instructional data. In addition to New York State exams administered each spring, teachers use benchmark assessments, unit tests, STEP and STAR assessments, and other measures of student performance during the course of the year. The purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system allowed staff to monitor progress and assess comprehension, as well as for data-driven teacher training and evaluation, through access to instant feedback.

In SY 15-16, all Ascend schools initiated Teacher Planning and Development, a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling.

MATHEMATICS

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 grade in April 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3*	105	1	0	2	3	110
4	--	--	--	--	--	--
5	--	--	--	--	--	--
6	--	--	--	--	--	--
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	105	1	0	2	3	110

*One student who refused the math exam also had an IEP, and is therefore counted in both the "IEP" and "Refused" columns.

RESULTS

56.2% of all Canarsie Ascend students achieved proficiency on the NYS English language arts exam in SY 15-16; 61.0% of students enrolled in at least their second year achieved proficiency.

Performance on 2015-16 State Mathematics Exam

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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	56.2%	105	61.0%	82
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
All	56.2%	105	61.0%	82

EVALUATION

In SY 15-16, Canarsie Ascend did not meet this absolute measure. Given that SY 15-16 was Canarsie Ascend's first year with tested grades, the performance of 61.0% represents solid progress towards achieving the measure. These students have benefitted from taking part in the Ascend Common Core curriculum from an earlier stage than their older peers. The Shared Text component of the curriculum, in particular, was implemented successfully in grade 3, with effective and thorough training delivered to the entire staff, driving a strong performance.

At Canarsie Ascend, highly effective and stable leadership has bolstered performance. This strong leadership has led to strong staff retention, meaning teachers gaining experience and prowess in the classroom, thereby driving solid scores. Further, the school has effectively implemented incremental goal-setting, which has led to more effective coaching and intervention for students who are on the cusp of proficiency. A significant increase in the frequency of math-related Teacher Planning and Development (TPD) meetings and the implementation of a before-school tutoring program played crucial roles in achieving high levels of proficiency. The school will continue to build on these successes and redouble its efforts to close the remaining gap in proficiency by identifying and addressing particular areas for growth and improvement with urgency.

ADDITIONAL EVIDENCE

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams mathematics. No further data are available.

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.

MATHEMATICS

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 2015-16 mathematics AMO of 101. 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 200.⁷

RESULTS

In mathematics, Canarsie Ascend achieved a PLI of 141.0 in SY 15-16.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
105	15.3%	28.6%	23.8%	32.4%

PI	=	28.6	+	23.8	+	32.4	=	84.8
				23.8	+	32.4	=	<u>56.2</u>
						PLI	=	141.0

EVALUATION

The school met the measure for a PLI value, exceeding the SY 15-16 English language arts AMO of 104. This achievement was accomplished by a large number of students scoring at Level 3 and Level 4 proficiency. It was also aided by a particularly large number of students performing at Level 2, and by a smaller percentage of students scoring in the Level 1 range. This performance in particular can be attributed by Canarsie Ascend's strong response to intervention (RTI) program, which provides tiered interventions to students who are struggling academically, while still keeping those students integrated with their classmates through a series of push-in and pull-out services. In 2014, Canarsie Ascend purchased and implemented the use of Illuminate Data and Assessment (DnA), which allowed for increased efficiency and effectiveness of tracking student performance and growth across a variety of measures. These initiatives and systems, along with a robust professional development and planning program, have allowed for the school to better prepare teachers for providing targeted, purposeful lessons aimed at improving student achievement levels.

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.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.⁸

RESULTS

In SY 15-16, Canarsie Ascend’s performance on NYS mathematics exam outpaced Community District 18, Canarsie’s home district, by 30% in the corresponding tested grade. Canarsie Ascend achieved 61% proficiency among students enrolled in at least their second year, compared to 31% proficiency for all CSD students in grade 3.

2015-16 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	61.0%	82	31%	1,268
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
All	61.0%	82	31%	1,268

EVALUATION

Canarsie Ascend met the measure by exceeding the aggregate district performance in the same tested grades by 30 percentage points. These results can be attributed in part to the ongoing use of incremental goal-setting in math to track student progress. Canarsie Ascend’s strong and stable leadership has led to increased staff retention and the development of a well-trained, expert teaching staff, who have been successful at implementing Ascend’s Common Core curriculum to students from an early stage, have contributing to their strong comparative performance.

ADDITIONAL EVIDENCE

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams mathematics. No further data are available.

⁸ 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](#).

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams in mathematics. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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 2014-15 and also

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

have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.¹⁰

RESULTS

SY 15-16 was the first year Canarsie Ascend students were tested in NYS exams in English language arts. Therefore, this measure is not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE MATHEMATICS GOAL

While the school did not meet the Accountability Plan's first absolute measure of 75% proficiency, Canarsie Ascend students remain on a path toward continued progress in mathematics.

This year's strong performance by grade 3 students—the only grade of tested students currently at the school, and the first cohort to take the exam—speaks to 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 its use. These students are now well-positioned to close the gap and achieve this absolute measure. Canarsie Ascend are also outperforming their CSD peers, thanks in part to the strong leadership in the school that has led to the development of a uniquely qualified and expert staff.

While it is too early to tell how Canarsie Ascend will perform on other comparative and growth measures, the school hopes to build on the success of the previous year by enacting targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development will contribute to consistent progress and achievement towards this goal in the next accountability period.

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 Achieve

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

MATHEMATICS

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.	Achieved
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.	Achieved
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 2013-14 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

ACTION PLAN

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

Canarsie Ascend will take part in Ascend's network-wide initiative towards Continuous Monitoring of Student Work. Building on the positive effects of ongoing incremental goal-setting and targeted intervention at Canarsie Ascend in SY 15-16, the initiative will standardize incremental goal-setting as a practice across all levels, allowing for increased staff development opportunities for leaders and teachers. Further, this initiative will serve to enhance the existing structure of Teacher Planning and Development (TPD) meetings, with increased analysis of frequent "exit tickets" and other informal assessments of student learning, as well as improved data-focused coaching.

More frequent and in-depth monitoring of student work will also inform and improve the ways teachers address the learning needs of their students by allowing teachers to enhance the interventions provided in the classroom for struggling students and those nearing proficiency.

SCIENCE

Goal 3: Science

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

BACKGROUND

In SY 14-15, Canarsie Ascend moved fully away from the SABIS curriculum and implemented the new Ascend Common Core curriculum. In SY 15-16, the elements of this curriculum for science included:

- 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 are instructed under the MacMillan/McGraw-Hill science series), revealed that black students' performance on the Missouri Assessment Program is exhibiting a growth trend that exceeds 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.

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 had no students in grades 4 through 8 in SY 15-16 and therefore did not administer the NYS science exam.

RESULTS

Not applicable.

EVALUATION

Not applicable.

SCIENCE

ADDITIONAL EVIDENCE

Not applicable.

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 local school district.

METHOD

The school had no students in grades 4 through 8 in SY 15-16 and therefore did not administer the NYS science exam.

RESULTS

Not applicable.

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE SCIENCE GOAL

The school had no students in grades 4 through 8 in SY 15-16 and therefore did not administer the NYS science exam.

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

ACTION PLAN

The school had no students in grades 4 through 8 in SY 15-16 and therefore did not administer the NYS science exam.

NCLB

Goal 4: NCLB

To achieve an Accountability Status of good standing.

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 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

Canarsie Ascend’s NCLB status for SY 15-16 will be Good Standing.

EVALUATION

The goal will be met.

ADDITIONAL EVIDENCE

Canarsie Ascend has achieved Good Standing status since SY 14-15.

NCLB Status by Year

Year	Status
2013-14	N/A
2014-15	Good Standing
2015-16	Good Standing