



Canarsie Ascend Charter School

2017-18 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, and Daniela Brighenti, planning and external affairs associate of Ascend, prepared this 2017-18 Accountability 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, finance, and hiring committees
Amanda Craft	Secretary; member of executive, academic, and hiring committees
Shelly Cleary	Treasurer; member of executive and finance committees
Kwaku Andoh	Trustee; member of academic and finance committees
Christine Schlendorf	Trustee; member of finance committee
Nadine Sylvester	Trustee; member of academic and nominating committees
Oral Walcott	Trustee; member of executive, hiring, and nominating committees

Anastasia Michals has served as lower school director since September 2015.

Marsha Gadsden has served as interim middle school director since September 2018.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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. A warm, joyful school culture built on Responsive Classroom and, in the high school, a restorative practices model, both of which foster student independence and agency
3. A commitment to operate truly public schools

Canarsie Ascend opened in September 2013 and has since grown to serve students in kindergarten through grade 6. It will continue to grow by a grade per year to serve grades K-8 by school year (SY) 2020-21. Upon graduating, eighth grade students from Canarsie Ascend will be offered admission to one of Ascend’s cluster high schools. Canarsie Ascend is located in Community School District 18 in Brooklyn. In SY 2017-18, 70 percent of Canarsie Ascend students qualified for free or reduced-priced lunch, 97 percent were black or Latino, and 12 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
2013-14	97	113												210
2014-15	29	106	107											242
2015-16	112	57	113	110										392
2016-17	111	118	106	105	106									546
2017-18	112	114	114	109	116	107								672

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Since SY 2014-15, Canarsie Ascend has implemented the Ascend Common Core curriculum. In SY 2017-18, the components of the English language arts program included:

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- *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, the student population of which 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.
- For writing instruction in SY 2017-18, various writing programs were piloted to inform the curriculum and instruction team's (CIT) development of a new writing program for all Ascend schools in SY 2018-19. Several lower schools used *Units of Study in Opinion, Informational, and Narrative Writing*, by Lucy Calkins, in grades K-2. Ascend's CIT designed and provided units of study for writing in grades 3-4, used at the schools' discretion. Some schools supplemented these materials with *Voyages in English: Grammar and Writing*.
- Ascend's *Literature Circle* program, influenced by a similar program at Success Academy Charter Schools and Icahn Charter Schools (which serve student populations not unlike those served by Ascend schools), was adopted to promote student discussion as teachers help students mine the deepest meaning of the finest children's literature (including fiction and non-fiction) and develop the habits of excellent readers, all while building reading comprehension and seminar-style discussion skills. In addition, Literature Circle builds students' core background and cultural knowledge by following the Core Knowledge History and Geography Sequence.
- Interactive *Read Aloud* sessions with students in grades K-1 occur three times per week and provide a model of fluent, expressive reading and help children recognize the value of reading for pleasure. Read Aloud promotes vocabulary acquisition and supports deep discussion around excellent texts.
- 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 assess and then write 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, texts are often selected to align with the content in Literature Circle, and in the middle school grades with the Humanities Program. Texts are selected in a range of genres including fiction, non-fiction, and poetry, and often provide historical context to the anchor textbook under discussion.
- *Guided Reading* is taught in small groups of students who are on the same reading level, as determined by University of Chicago Impact STEP one-on-one formative 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 skill gaps identified through the previous session, whether in the area of decoding, fluency, or comprehension. Data collected from STEP formative assessments are used to inform instruction for each Guided Reading lesson.
- 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, and with an ambitious syllabus that includes a cross-cultural selection of classic literature, key primary texts, and art gallery lessons, this

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

interdisciplinary great books course was designed to develop students' individual voices, reading and writing sensibilities, art appreciation, and public speaking skills.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, 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 allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 2016-17 implemented the Continuous Monitoring and Response to Student Work initiative. The initiative, which has remained a network-wide focus since SY 2016-17, focuses on frequent review and analysis of student data to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure that students receive effective feedback in order to improve their understanding.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program begun in SY 2015-16 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 2017-18, the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work and (3) Strengthening Implementation of Responsive Classroom in grades K-8 and restorative practices in the high school.

Strengthening Early Literacy was designed to have every Ascend lower school 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, we aim to bring additional students to grade level in reading by the end of second grade.

The intended outcomes of the Continuous Monitoring initiative in grades K-8 were 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.

By strengthening implementation of Responsive Classroom in grades K-8 and restorative practices in the high school, Ascend's third initiative was aimed at establishing more consistent implementation of cultural practices that foster increased cognitive engagement, student autonomy, and a heightened

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

sense of community, and in turn improve academic performance. The intended outcomes of this initiative in grades K-8 were to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meetings, and improve teachers' use of interactive modeling. In the high school, the initiative's aim was to encourage members of the school community to understand the impact of their actions and take responsibility for them; build and expand personal relationships; and learn to make positive, productive, and effective choices in response to challenging situations.

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 third through fifth grade in April 2018. 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).

2017-18 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	106	0	0	0	1	107
4	114	0	0	1	1	116
5	104	0	0	0	1	105
All	329	0	0	1	3	333

RESULTS AND EVALUATION

Seventy-three-point-one percent of Canarsie Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 2017-18, slightly higher than the 70.2 percent of all students in tested grades who achieved proficiency and within reach of the 75 percent threshold for meeting the measure. In both grades 3 and 4, Canarsie Ascend students in at least their second year exceeded the threshold by more than seven percentage points, achieving proficiency levels greater than 80 percent. Students in grade 5 achieved proficiency at a rate of 53.4 percent.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2017-18 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	79.6%	108	82.4%	91
4	80.9%	115	82.3%	96
5	49.1%	106	53.4%	88
All	70.2%	329	73.1%	275

ADDITIONAL EVIDENCE

Student performance at Canarsie Ascend in ELA improved by 6.1 percentage points overall, rising from 67.0 percent proficient in SY 2016-17 to 73.1 percent in SY 2017-18. In grades 3 and 4, performance increased by 18.2 percentage points and 12.5 percentage points, respectively, over the previous year; over two years, grade 3 performance has increased by more than 25 percentage points. The first cohort of grade 5 students performed below their younger peers, and work remains to ensure that students in the middle school grades continue to make progress in proficiency growth in ELA.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	57.3%	82	64.2%	95	82.4%	91
4	--	--	69.8%	96	82.3%	96
5	--	--	--	--	53.4%	88
All	57.3%	82	67.0%	191	73.1%	275

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In English language arts, Canarsie Ascend achieved a PI of 172.8. MIP values were unavailable at the time of submission.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
329	9.1%	20.7%	46.8%	23.4%

PI	=	20.7	+	46.8	+	23.4	=	90.9
				46.8	+	23.4	=	70.2
					+	(.5)*23.4	=	11.7
						PI	=	172.8

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 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.²

RESULTS AND EVALUATION

Canarsie Ascend’s aggregate performance on the NYS English language arts exam outpaced Community School District 18, Canarsie’s home district, by 35.6 percentage points. Thus, the school met this measure. Each tested grade outpaced the district by significant margins, with grade 3 posting the widest difference, at 42.8 percentage points above grade 3 students’ proficiency in district schools.

2017-18 State English Language Arts Exam

² 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	82.4%	91	39.6%	1,078
4	82.3%	96	41.2%	1,090
5	53.4%	88	29.6%	1,158
All	73.1%	275	37.5%	6,544

ADDITIONAL EVIDENCE

Canarsie Ascend students have far outperformed their district peers in all three years the school has enrolled students in tested grades, and proficiency growth in grades 3 and 4 at Canarsie Ascend far outpaced growth by district students over the same period. Grade 5 students at Canarsie surpassed the performance of their district peers by 23.8 percentage points in SY 2017-18.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	57.3%	36%	64.2%	34.4%	82.4%	39.6%
4	--	--	69.8%	37.4%	82.3%	41.2%
5	--	--	--	--	53.4%	29.6%
All	57.3%	36%	67.0%	36.0%	73.1%	37.5%

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2016-17, Canarsie Ascend performed 29.7 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 1.74, thereby meeting the measure for performing higher than expected to a large degree.

2016-17 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	76.2%	102	64%	35.1%	28.9%	1.65
4	65.1%	107	68%	37.5%	30.5%	1.83
All	70.5%	209	66.0%	36.3%	29.7%	1.74

School’s Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Since SY 2015-16, Canarsie Ascend has achieved positive Effect Sizes. From SY 2015-16 to SY 2016-17, the Effect Size grew significantly, rising from 0.74 to 1.74.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	3	65.3%	82	50.5	39.1	0.74
2016-17	3-4	70.5%	209	66.0	36.3	1.74

Goal 1: Growth Measure³

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In SY 2016-17—the school’s first year testing students in grade 4— Canarsie Ascend achieved a mean growth percentile of 70.4, compared to the statewide median of 50.0. Thus, Canarsie Ascend met this measure.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.4	50.0
All	70.4	50.0

ADDITIONAL EVIDENCE

SY 2016-17 was Canarsie Ascend’s first year with growth comparative data. Therefore, no additional historical data is available.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	n/a	n/a	70.4	50.0
All	n/a	n/a	70.4	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, Canarsie Ascend students met every other accountability measure in SY 2017-18 and in grades 3 and 4 met the absolute measure of 75 proficiency, and made significant gains in English language arts proficiency over the prior year.

⁴ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The school is confident in the strength of the Ascend Common Core curriculum and instructional model, especially for those students who, from an early age, have been exposed to it. Students in grades 3 and 4 achieved impressive absolute proficiency levels, and both grades increased their proficiency from SY 2016-17 to SY 2017-18. While we are disappointed that the grade 5 cohort decreased its performance when compared to its scores in SY 2016-17, we are encouraged by the cohort’s performance in comparison to its district peers, and will continue to work to ensure that all grades meet high levels of achievement. All of the school’s tested grades continue to outpace CSD 18 by significant margins.

Though work remains to maintain high levels of achievement and growth as Canarsie Ascend adds tested grades, we are encouraged by our results in SY 2017-18.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Data unavailable
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 2016-17 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 target of 50. (Using 2016-17 results.)	Met

ACTION PLAN

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

Canarsie Ascend will effect Ascend’s network-wide initiatives in SY 2018-19: Strengthening Early Literacy, the Continuous Monitoring of Student Work, and Strengthening Implementation of Responsive Classroom. These three initiatives represent the continuation of initiatives begun in previous school years at Ascend.

Every Ascend lower school will focus more acutely 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. Ascend will establish a network-wide vision of excellent guided reading instruction and provide guided reading training and oversight throughout the year; increase Read Aloud instruction to take place every day in grades K, 1, and the first term of grade 2 to ensure

that students listen to and discuss great books and see models of the thinking readers do; and establish Readers Workshop to ensure teachers strategically introduce to all students the skills and strategies needed to tackle grade level texts. Additionally, Ascend has developed a unique writing program based loosely on the work of Lucy Calkins and The Reading and Writing Project at Columbia University's Teachers College. Ascend's writing curriculum is genre-based and rooted in the belief that students need to write frequently and produce a high volume of writing. Grammar is strategically embedded in the units of study so that students learn grammar skills explicitly and then apply them immediately to the writing they do in class. The program requires teachers to provide frequent feedback to small groups of students in writing conferences while other students work independently. Ascend's writing program teaches students that writing is powerful, fun, beautiful, and purposeful.

The Continuous Monitoring of Student Work Initiative begun in SY 2015-16 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. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

The network's Strengthening Implementation of Responsive Classroom initiative will continue in SY 2018-19, representing a redoubling of the effort to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance.

In order to address performance in the middle school grades and to ensure that Canarsie Ascend's middle school launches successfully, Ascend has shifted to a staffing model with three managing directors of school, where each oversees one tier of schools. Marsha Gadsden, who has been with the network for several years and knows Ascend's culture and curriculum deeply, will serve as the managing director of middle schools and will assist in ensuring high performance at the middle school grades.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Since SY 2014-15, Canarsie Ascend has implemented the Ascend Common Core curriculum. In SY 2017-18, the components of the mathematics program included the following:

- In kindergarten through grade 4, our math program is built on the fundamentals of *Singapore Math*. In the Singapore approach, students build enduring conceptual understanding and problem-solving skills by progressing through three stages of learning: concrete (manipulatives), pictorial (visual representations and models), and abstract (equations). Math lessons in kindergarten through grade 4 draw on the curricular materials of Singapore, as well as on other resources—provided by the curriculum and instruction team (CIT)—that embody this methodology.
- In *Number Stories*, which is founded on the tenets of cognitively-guided instruction (CGI), students spend an entire period studying a single, Common Core-style story-problem that they might encounter in a real-world context. Students construct their own solutions, defend their thinking, and compare 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, the 90-minute daily math period focuses on the EngageNY curriculum.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, 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 allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 2016-17 implemented the Continuous Monitoring and Response to Student Work initiative. The initiative, which has remained a network-wide focus since SY 2016-17, focuses on frequent review and analysis of student data to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure that students receive effective feedback in order to improve their understanding.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program begun in SY 2015-16 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 2017-18, the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work and (3) Strengthening Implementation of Responsive Classroom in grades K-8, and restorative practices in the high school.

Strengthening Early Literacy was designed to have every Ascend lower school 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, we aim to bring additional students to grade level in reading by the end of second grade.

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By strengthening implementation of Responsive Classroom in grades K-8 and restorative practices in the high school, Ascend's third initiative was aimed at establishing more consistent implementation of cultural practices that foster increased cognitive engagement, student autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative in grades K-8 were to improve the intentional use of teacher language components that develop students' academic and social skills, implement data-driven advisory and morning meetings, and improve teachers' use of interactive modeling. In the high school, the initiative's aim was to encourage members of the school community to understand the impact of their actions and take responsibility for them; build and expand personal relationships; and learn to make positive, productive, and effective choices in response to challenging situations.

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 third through fifth grade in April 2018. 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	106	0	0	0	0	106
4	114	0	0	0	0	114
5	104	0	0	0	0	104
All	324	0	0	0	0	324

RESULTS AND EVALUATION

Seventy-seven-point-eight percent of Canarsie Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 2017-18, compared to 74.1 percent of all students in tested grades who achieved proficiency. Canarsie Ascend for the first time met the measure of having at least 75 percent of all tested students enrolled in at least their second year proficient in ELA. Students' performance in grades 3 and 4 was especially strong: 80 percent or more of students in each grade achieved proficiency, and students in grade 4 surpassed 90 percent proficiency. Performance in grade 5 was also strong, with 61.6 percent of students enrolled in their second year achieving proficiency.

Performance on 2017-18 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	88.7%	106	91.0%	89
4	77.2%	114	80.0%	95
5	55.8%	104	61.6%	86
All	74.1%	324	77.8%	270

ADDITIONAL EVIDENCE

Canarsie Ascend increased its overall proficiency by 15.1 percentage points in SY 2017-18 from SY 2016-17, and by 16.8 points over the two-year period. Students' performance in grade 3 increased by 24 percentage points from SY 2016-17 to SY 2017-18, and in grade 4 by 21.8 percentage points. Canarsie Ascend's first cohort of grade 5 students improved on their performance in grade 4 the previous year by 3.4 points.

⁵ 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.0%	82	67.0%	94	91.0%	89
4	--	--	58.2%	91	80.0%	95
5	--	--	--	--	61.6%	86
All	61.0%	82	62.7%	185	77.8%	270

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In mathematics, Canarsie Ascend achieved a PI of 185.8. MIP values were unavailable at the time of submission.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9.3%	16.7%	32.4%	41.7%

$$\begin{array}{r}
 \text{PI} = 16.7 + 32.4 + 41.7 \\
 \phantom{\text{PI} = } + 32.4 + 41.7 \\
 \phantom{\text{PI} = } + (.5) * 41.7 \\
 \text{PI} = 185.8
 \end{array}$$

Goal 2: Comparative Measure

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁶

RESULTS AND EVALUATION

Canarsie Ascend's overall performance on the NYS mathematics exam outpaced Community District 18, Canarsie's home district, by 47.5 percentage points in the corresponding tested grades, with each grade outpacing the district by at least 34 points.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	91.0%	89	43.7%	1,104
4	80.0%	95	33.8%	1,119
5	61.6%	86	27.3%	1,180
All	77.8%	270	30.3%	3,403

ADDITIONAL EVIDENCE

Canarsie Ascend students continue to outperform their district peers. Since SY 2015-16, Canarsie Ascend has outperformed CSD 18 by at least 30 percentage points overall and in each tested grade. In SY 2017-18, as the district saw its overall performance decrease by 1.7 percentage points from the previous year, Canarsie Ascend saw a gain of 15.1 percentage points.

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		
	2015-16	2016-17	2017-18

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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School	District	Charter School	District	Charter School	District
3	61.0%	31%	67.0%	37.5%	91.0%	43.7%
4	--	--	58.2%	26.9%	80.0%	33.8%
5	--	--	--	--	61.6%	27.3%
All	61.0%	31%	62.7%	32.0%	77.8%	30.3%

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2016-17, Canarsie Ascend performed 21.8 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 1.16, thereby meeting the measure for performing better than expected to a large degree.

2016-17 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	76.2%	101	66%	40.4%	25.6%	1.31
4	65.1%	101	57%	39.1%	17.9%	1.02
All	70.6%	202	61.5%	39.7%	21.8%	1.16

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Canarsie Ascend has, since enrolling students in a tested grade, performed better than expected to a meaningful degree, with an Effect Size greater than 0.3. The school's Effect Size increased from 0.85 in SY 2015-16 to 1.16 in SY 2016-17.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	3	65.3%	82	56.2%	41.5%	0.85
2016-17	3-4	70.6%	202	62.1%	39.7%	1.16

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Canarsie Ascend achieved an unadjusted mean growth percentile of 54.7 in SY 16-17, compared to the statewide median of 50.0. Thus, Canarsie Ascend met the measure.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54.7	50.0
All	<u>54.7</u>	50.0

ADDITIONAL EVIDENCE

School year 2016-17 was Canarsie Ascend’s first year with growth comparative data. Therefore, no additional historical growth data is available.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	n/a	n/a	54.7	50.0
All	n/a	n/a	54.7	50.0

SUMMARY OF THE MATHEMATICS GOAL

We are encouraged by the performance of Canarsie Ascend students in SY 2017-18, as Canarsie Ascend students met every accountability measure for which data is available, and remain on a path toward consistently high levels of achievement and continued progress in mathematics.

The school is confident in the strength of the Ascend Common Core curriculum, especially for those students who, from an early age, have been exposed to it. Students in grades 3 and 4 achieved impressive absolute proficiency levels, with grade 3 posting a proficiency rate of 80 percent and grade 4 over 90 percent. Grade 5 students underperformed in comparison to their grades 3 and 4 peers, but outperformed their own cohort’s performance the previous year by 3.4 percentage points, and surpassed their fifth grade district peers by 34.3 percentage points. All of the school’s tested grades continue to outpace CSD 18’s absolute proficiency rates and growth rates by significant margins; Canarsie Ascend students are performing better than expected when compared to their economically disadvantaged peers statewide, and they have shown consistent growth in performance from year-to-year.

Type	Measure	Outcome
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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Data not available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 target of 50. (Using the 2016-17 results.)	Met

ACTION PLAN

Canarsie Ascend will continue to build on its most successful practice and results in math, while improving areas of weakness with targeted adjustments and interventions, and implementation of Ascend's SY 2018-19 network-wide initiatives.

The Continuous Monitoring of Student Work Initiative begun in SY 2015-16 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. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

The network's Strengthening Implementation of Responsive Classroom initiative will continue in SY 2018-19, representing a redoubling of the effort to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance.

Ascend will continue to devote attention and network resources to the growth and strengthening of its middle schools. Ascend's curriculum and instruction team (CIT) will provide frequent professional development and coaching to school deans of instruction for both math and ELA. Additionally, Marsha Gadsden, one of Ascend's strongest middle school directors with deep understanding of and success with Ascend's curriculum and culture, became Ascend's managing director of middle schools; since late September she has served as Canarsie Ascend Middle School's interim director.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Since SY 2014-15, Canarsie Ascend has implemented the Ascend Common Core curriculum. In SY 2017-18, the components of the science program included the following:

- MacMillan/McGraw-Hill's *A Closer Look* science program was 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 deploy 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 original 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* (SEPUP), 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 in terms of fostering subject knowledge, inquiry skills, engagement, and approaches to decision-making 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 or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In SY 2017-18, nearly all grade 4 students—97.9 percent—were found proficient on the NYS science exam. Thus, Canarsie Ascend met this measure by exceeding the 75 percent proficiency threshold by more than 20 points.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	97.9%	94	83.7%	1,272
All	97.9%	94	83.7%	1,272

ADDITIONAL EVIDENCE

Canarsie Ascend’s grade 4 students have maintained consistently high levels of proficiency over the past two years. The school’s first grade 4 cohort achieved high proficiency rates of 96.9 percent, and this year’s cohort increased that strong performance to 97.9 percent proficient.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	n/a	n/a	96.9%	96	97.9%	94
All	n/a	n/a	96.9%	96	97.9%	94

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. Given the timing of the state’s release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district’s **2016-17** data.

RESULTS AND EVALUATION

Compared to the most recent district science exam data available (from SY 2016-17), Canarsie Ascend students’ proficiency rate surpassed that of their district peers by 14.2 percentage points. Therefore, the school met the measure.

2017-18 State Science Exam Charter School and District Performance by Grade Level

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.9%	94	83.7%	1,272
All	97.9%	94	83.7%	1,272

ADDITIONAL EVIDENCE

While district results for science are not yet available for SY 2017-18, Canarsie Ascend's performance compared to overall CSD performance the previous year was strong. In SY 2016-17, Canarsie Ascend students achieved proficiency levels more than 13 points higher than 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	n/a	87%	96.9%	83.7%	97.9%	n/a
All	n/a	87%	96.9%	83.7%	97.9%	n/a

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 18 in SY 17-18, Canarsie Ascend students attained excellence in science in the school's second year with a tested grade. Nearly all students in grade 4 were once again found proficient on the state exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

ACTION PLAN

Canarsie Ascend will maintain its high levels of proficiency in science in grade 4 by building upon successful systems already in place.

To prepare students for success in science in the middle school grades and on the grade 8 New York State exam, the network's curriculum and instruction team will in school year 2018-19 provide

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

science teachers with scripted lesson plans aligned to the standards-based Science Education for Public Understanding Program (SEPUP). These lesson plans will lead to consistent, high-quality science lessons in the middle school grades across all Ascend schools.

GOAL 4: ESSA

Goal 4: ESSA

To achieve an Accountability Status of good standing.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

ESSA MIP targets for student subgroups have not yet been released as of this submission. Therefore, Canarsie Ascend is not yet able to report on its ESSA accountability status for 2017-18.

ADDITIONAL EVIDENCE

Since SY 15-16, Canarsie Ascend has remained in Good Standing.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Not available