



## **Bushwick Ascend Charter School**

# **2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

**Zelda Washington has served as lower school director since July 2014.**

**Malik Russel has served as middle school director since June 2018.**

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The mission of Bushwick 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

Bushwick Ascend opened in September 2010 and has since grown to serve students in kindergarten through grade 8. At maturity, it will offer a comprehensive K-12 college preparatory program. 8th grade students from Bushwick Ascend will matriculate to Brooklyn Ascend High School prior to the opening of Bushwick Ascend High School, at which point students will be offered admission to one of Ascend’s cluster high schools. Bushwick Ascend is located in Community School District 32 in Brooklyn. In SY 2017-18, 88 percent of Bushwick Ascend students qualified for free or reduced-priced lunch, 95 percent were black or Latino, and 16 percent were special education students. Bushwick Ascend also serves a significant population of English language learners, who make up 20 percent of overall enrollment.

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	125	108	114	115	81									543
2014-15	116	116	118	111	116	65								642
2015-16	110	111	119	110	110	104	80							738
2016-17	112	111	114	113	103	86	94	75						808
2017-18	101	112	113	108	106	77	76	88	69					850

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

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

- *Foundations*, a program for phonemic awareness, fluency, vocabulary, and comprehension is deployed in grades K-2. The program is based on the Wilson Reading System principles, which is supported by multiple studies, including one by Massachusetts's Lynn Public Schools, of which the student population is comprised of 66 percent black or Latino students. The study found that the System expedites grade-level reading increases among elementary school students who previously struggled in achieving appropriate reading level growth.
- 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.

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- *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 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

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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 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 eighth 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 <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	108	0	0	0	2	110
4	105	0	0	0	2	107
5	76	0	0	0	1	77

<sup>1</sup> 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.

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6	74	0	0	0	2	76
7	88	0	0	0	0	88
8	69	0	0	0	0	69
All	520	0	0	0	7	527

### RESULTS AND EVALUATION

Fifty-three percent of all Bushwick 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 51.0 percent of all tested students who achieved proficiency. Bushwick Ascend thus did not meet this absolute measure. Students enrolled in at least their second year in the lower school (grades 3-4) achieved impressive levels of proficiency, at or above 60 percent; in five of six tested grades across the lower and middle school levels, Bushwick Ascend students exceeded 50-percent proficiency. In seventh grade, students performed below their peers and did not meet the school's standards and aspirations for success. Though this historically-underperforming cohort improved on their previous year's performance as sixth graders by more than 10 percentage points, it is likely that a mid-year teacher vacancy and the resulting staffing transition on this grade level negatively affected student performance.

#### 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	63.0%	108	64.1%	92
4	58.1%	105	60.0%	90
5	47.4%	76	53.1%	64
6	52.7%	74	57.1%	63
7	29.5%	88	30.1%	83
8	50.7%	69	52.5%	61
All	51.0%	520	53.0%	453

### ADDITIONAL EVIDENCE

Student performance in ELA at Bushwick Ascend has improved by nearly 20 percentage points overall from 34.2 percent proficient in SY 2015-16 to 53.0 percent in SY 2017-18. While grade 6 proficiency levels declined from SY 2015-16 to SY 2016-17, this decline was made up in SY 2017-18 with a gain of 37.7 percentage points over the previous year. A similar increase in proficiency was achieved in grade 5, where performance grew by 26.3 percentage points to 53.1 percent. The decline in performance in grade 7 is disappointing; this cohort has historically struggled to achieve higher rates of proficiency compared to their peers in other cohorts, and a deep focus on improving academic achievement in this cohort continues to be a focus this year.

#### ELA Performance by Grade Level and Year

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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	33.7%	95	44.4%	99	64.1%	92
4	35.1%	97	46.7%	90	60.0%	90
5	23.6%	89	26.8%	82	53.1%	64
6	53.1%	49	19.4%	93	57.1%	63
7	--	--	36.6%	71	30.1%	83
8	--	--	--	--	52.5%	61
All	34.2%	330	34.9%	435	53.0%	453

## 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 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, Bushwick Ascend achieved a PI of 171.6. 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
520	16.5%	32.5%	30.9%	30.9%

$$\begin{array}{r}
 \text{PI} = 32.5 + 30.9 + 30.9 + (.5) * 30.9 \\
 \text{PI} = 171.6
 \end{array}$$



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## 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.<sup>2</sup>

## RESULTS AND EVALUATION

Bushwick Ascend's aggregate performance on the NYS English language arts exams outpaced that of Community School District 32, Bushwick Ascend's home district, by 16.8 percentage points in SY 2017-18. Thus, the school met this measure. Bushwick Ascend achieved 53.0 percent proficiency among students enrolled in at least their second year, compared to 36.2 percent proficiency for all CSD 32 students in corresponding grades. The school exceeded district performance in five of six tested grades in SY 2017-18. Bushwick Ascend students in grades 3, 4, and 5 each outperformed their district peers by more than 20 percentage points, while grades 6 and 8 outperformed their district peers by smaller margins. Grade 7 students at Bushwick Ascend did not outperform their district peers this year.

2017-18 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64.1%	92	36.9%	766
4	60.0%	90	36.2%	813
5	53.1%	64	24.5%	883
6	57.1%	63	43.0%	958
7	30.1%	83	30.6%	1,034
8	52.5%	61	45.0%	1,026
All	53.0%	453	36.2%	5,480

## ADDITIONAL EVIDENCE

Bushwick Ascend students have outperformed their district peers at consistent levels over the past three years of testing. Since SY 2015-16, Bushwick Ascend students have outpaced CSD 32 students

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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in corresponding grades in all instances but two. While district student proficiency in grades 3 and 4 has improved by 9.9 percentage points and 12.2 percentage points since SY 2015-16, respectively, the proficiency of Bushwick Ascend students has improved far more significantly over the same period, by 30.4 percentage points and 24.9 percentage points, respectively. Overall, the district has improved by 12.2 percentage points since SY 2015-16, while Bushwick Ascend has improved by 18.8 points. In grade 5, the district's lowest performer, Bushwick Ascend students have grown by 29.5 percentage points over the past three years while district students have grown 6.5 percentage points.

### 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	33.7%	27%	44.4%	26.3%	64.1%	36.9%
4	35.1%	24%	46.7%	25.8%	60.0%	36.2%
5	23.6%	18%	26.8%	19.4%	53.1%	24.5%
6	53.1%	28%	19.4%	22.1%	57.1%	43.0%
7	--	--	36.6%	31.2%	30.1%	30.6%
8	--	--	--	--	52.5%	45.0%
All	34.2%	24%	34.9%	25.0%	53.0%	36.2%

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

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## RESULTS AND EVALUATION

In SY 2016-17, Bushwick Ascend performed 10.0 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 0.61, thereby meeting the measure for performing better than expected to a meaningful degree. All grades achieved a positive Effect Size greater than 0.3 in SY 2016-17, with grade 4 performing better 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	84.0%	111	41%	31.7%	9.3%	0.50
4	88.3%	103	45%	27.6%	17.4%	0.99
5	93.0%	85	27%	19.9%	7.1%	0.50
6	96.8%	94	19%	15.3%	3.7%	0.31
7	96.0%	74	36%	23.9%	12.1%	0.73
8	--	--	--	--	--	--
All	91.1%	467	34.1%	24.1%	10.0%	0.61

#### School's Overall Comparative Performance:

*Higher than expected to a meaningful degree*

## ADDITIONAL EVIDENCE

Since SY 2014-15, Bushwick Ascend has achieved positive Effect Sizes. From SY 2014-15 to SY 2016-17, the school's overall Effect Size has grown from 0.19 to 0.61.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	86.1%	289	21.5	18.8	0.19
2015-16	3-6	80.9%	330	31.9	27.5	0.24
2016-17	3-7	91.1%	435	34.0	24.1	0.61

#### Goal 1: Growth Measure<sup>3</sup>

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.

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

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### 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.<sup>4</sup>

### RESULTS AND EVALUATION

In SY 2016-17, Bushwick Ascend achieved a mean growth percentile of 63.6, compared to the statewide median of 50.0. Thus, Bushwick Ascend met the measure. The mean percentile for each grade exceeded the state median by more than 10 points.

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

Grade	Mean Growth Percentile	
	School	Target
4	60.2	50.0
5	60.7	50.0
6	61.5	50.0
7	74.3	50.0
8	--	50.0
All	<b>63.6</b>	50.0

### ADDITIONAL EVIDENCE

Bushwick Ascend has continuously improved its overall unadjusted mean growth percentile, by nearly 10 points each year since SY 2014-15. Overall mean growth percentiles for the school have grown by 18.6 points, from 45.0 in SY 2014-15 to 63.6 in SY 2016-17. For the first time in SY 2016-17, all grade levels' means surpassed the statewide median.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	49.8	55.0	60.2	50.0
5	49.7	49.5	60.7	50.0
6	--	58.0	61.5	50.0
7	--	--	74.3	50.0
8	--	--	--	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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All	45.0	54.0	<b>63.6</b>	50.0
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### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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

The strong performance of students in grades 3 and 4 in absolute measures and in comparison to district peers represents the strength of Ascend’s Common Core curriculum and educational program. The curriculum has brought significant growth to students since its implementation in SY 2014-15, and though the school failed to meet the first absolute measure of proficiency, the school has made significant progress on its growth and Effect Size measures, indicating that its students are progressing year-over-year, and achieving academic success at rates higher than their economically disadvantaged peers statewide to a meaningful degree.

Overall, the school has shown improvement towards attaining its English language arts goal in this accountability period, though much work remains, particularly in the SY 2017-18 grade 7 cohort which continues to struggle to achieve higher rates of proficiency compared to their peers in other cohorts. A deep focus on improving achievement in this cohort continues to be a focus this year.

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 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 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, Bushwick 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.

Bushwick 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.

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. Gadsden will lead a strengthening of Ascend's middle school program across the Ascend network, and will identify and help address grade- and cohort-specific challenges. The school expects that stronger and more stable staffing in grades 7 and 8 will allow historically weaker cohorts to build upon their recent year-over-year growth and reach levels of proficiency more comparable to that of their peers in other cohorts.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

Since SY 2014-15, Bushwick 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.

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 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 eighth 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 <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	108	0	1	0	0	109
4	106	0	0	0	0	106
5	75	0	0	0	0	75
6	74	0	0	0	0	74
7	88	0	0	0	0	88
8	68	0	0	0	0	68
All	519	0	1	0	0	520

## RESULTS AND EVALUATION

Sixty-seven-point-seven percent of Bushwick Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 2017-18, while 65.3 percent of all Bushwick Ascend students in tested grades achieved proficiency. In each tested grade, more than half of students enrolled in at least their second year attained proficiency; performance was notably strong in grades 3 and 4, where students exceeded the absolute measure by achieving more than 80-percent proficiency. Bushwick Ascend, overall, however, did not meet this absolute measure for performance.

### 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	80.6%	108	83.7%	92
4	77.4%	106	81.1%	90
5	49.3%	75	53.1%	64
6	64.9%	74	66.7%	63
7	51.1%	88	51.8%	83
8	58.8%	68	61.7%	60
All	65.3%	519	67.7%	452

<sup>5</sup> 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

## ADDITIONAL EVIDENCE

Since SY 2015-16, Bushwick Ascend students have improved their overall proficiency by 25.5 percentage points. Grades 3 and 4 have, since SY 2015-16, improved by 25.8 percentage points and 44 points, respectively; grade 6 reversed its SY 2016-17 decline in performance with a significant 31.2-point increase in SY 2017-18. Though the decline in proficiency in grade 7 is disappointing, it is notable that the SY 2017-18 grade 7 cohort increased by 16.3 percentage points its performance as sixth graders in SY 2016-17.

### 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	57.9%	95	71.7%	99	83.7%	92
4	37.1%	97	63.3%	90	81.1%	90
5	24.7%	89	49.4%	81	53.1%	64
6	54.2%	48	35.5%	93	66.7%	63
7	--	--	53.5%	71	51.8%	83
8	--	--	--	--	61.7%	60
All	42.2%	329	55.1%	434	67.7%	452

### 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, Bushwick Ascend achieved a PI of 168.7. MIP values were unavailable at the time of submission.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
519	15.0%	19.7%	28.5%	36.8%

$$\begin{array}{r}
 \text{PI} \\
 = \\
 19.7 \\
 + \\
 28.5 \\
 + \\
 28.5 \\
 + \\
 36.8 \\
 + \\
 36.8 \\
 + \\
 (.5) * 36.8 \\
 \text{PI} \\
 = \\
 85 \\
 65.3 \\
 18.4 \\
 168.7
 \end{array}$$

### Goal 2: Comparative Measure

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

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

Bushwick Ascend’s aggregate performance outpaced Community School District 32 by 37.9 percentage points, achieving a proficiency rate more than double that of the district. Thus, the school met the measure. Bushwick Ascend students also outperformed their district peers in every grade in SY 2017-18 by at least 24 points. The strongest comparative performance came from grades 3 and 4 students at Bushwick Ascend, which grades each outpaced their grade-level peers in CSD 32 by 43 and 51 points, respectively. The school’s first cohort of grade 8 students surpassed their district peers by over 36 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	83.7%	92	40.4%	790
4	81.1%	90	30.3%	825
5	53.1%	64	28.4%	893
6	66.7%	63	29.7%	970

<sup>6</sup> 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

7	51.8%	83	26.8%	1,043
8	61.7%	60	25.0%	863
All	67.7%	452	<b>29.8%</b>	5,384

### ADDITIONAL EVIDENCE

While students in CSD 32 have shown a 7.8-percentage-point improvement in proficiency over two years, Bushwick Ascend students have improved by 25.5 points in the same time frame. Since SY 2015-16, Bushwick Ascend has outperformed CSD 32 in every tested grade by increasing margins. For instance, in SY 2015-16, grade 5 students outperformed the district by 12.1 percentage points and in SY 2017-18, that gap has widened to over 50 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	
	Charter School	District	Charter School	District	Charter School	District
3	57.9%	23%	71.7%	32.5%	83.7%	40.4%
4	37.1%	25%	63.3%	27.3%	81.1%	30.3%
5	24.7%	19%	49.4%	27.4%	53.1%	28.4%
6	54.2%	22%	35.5%	20.2%	66.7%	29.7%
7	--	--	53.5%	22.1%	51.8%	26.8%
8	--	--	--	--	61.7%	25.0%
All	42.2%	22%	55.1%	25.6%	67.7%	<b>29.8%</b>

### 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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, Bushwick Ascend performed 28.5 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 1.54, thereby meeting the measure for performing better than expected to a large degree. All five tested grades performed better than expected to a large degree in SY 2016-17, with grade 7 having the largest Effect Size at 2.13.

#### 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	84.0%	111	67%	36.9%	30.1%	1.42
4	88.3%	103	60%	27.4%	32.6%	1.69
5	93.0%	84	49%	24.2%	24.8%	1.37
6	96.8%	94	36%	17.2%	18.8%	1.17
7	96.0%	75	52%	15.2%	36.8%	2.13
All	91.1%	467	53.6%	25.1%	28.5%	1.54

#### School’s Overall Comparative Performance:

*Higher than expected to large degree*

### ADDITIONAL EVIDENCE

Bushwick Ascend has, in each of the past three years, performed better than expected to a meaningful degree, with an Effect Size greater than 0.3. The school has shown an increase in Effect Size of over 1.0 from SY 2015-16 to SY 2016-17.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	86.1%	289	35.9%	27.8%	0.44
2015-16	3-6	80.9%	329	40.8%	31.2%	0.43
2016-17	3-7	91.1%	519	53.5%	25.1%	1.54

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Growth Measure<sup>7</sup>

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.<sup>8</sup>

### RESULTS AND EVALUATION

Bushwick Ascend achieved an unadjusted mean growth percentile of 63.6 in SY 2016-17, compared to the statewide median of 50.0. Thus, Bushwick Ascend met the measure. Each grade's mean percentile at Bushwick Ascend exceeded the statewide median by more than 10 points, with grade 7 performing significantly above the statewide median with a mean growth percentile of 74.3.

#### 2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.2	50.0
5	60.7	50.0
6	61.5	50.0
7	74.3	50.0
All	63.6	50.0

### ADDITIONAL EVIDENCE

Bushwick Ascend's mean growth percentile has continuously increased over the past three years. For the first time in SY 2016-17, all grade levels surpassed the statewide median. The school's overall mean growth percentile increased from 49.7 in SY 2014-15 to 63.6 in SY 2016-17.

#### Mathematics Mean Growth Percentile by Grade Level and School Year

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

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	49.8	57.2	60.2	50.0
5	49.7	41.0	60.7	50.0
6	--	63.3	61.5	50.0
7	--	--	74.3	50.0
All	49.7	53.0	63.6	50.0

### SUMMARY OF THE MATHEMATICS GOAL

While the school did not meet the Accountability Plan’s first absolute measure of 75 percent proficiency, Bushwick Ascend students remain on a path toward continued progress in mathematics, and displayed notable academic achievements at individual grade levels.

The school is confident in the strength of the Ascend Common Core curriculum, as evidenced by students in grades 3 and 4 achieving impressive proficiency levels of over 80 percent in SY 2017-18, exceeding the 75-percent threshold; in grades 6 and 8, too, Bushwick Ascend students made impressive gains in SY 2017-18. Bushwick Ascend students across all tested grades outperformed their district peers by significant margins. Over the past two years, cohorts achieved proficiency gains in all but two instances, resulting in a steadily increasing mean growth percentile that now exceeds the statewide median. Relative to similarly economically disadvantaged students across the state, Bushwick Ascend students improved their performance markedly in SY 2016-17, performing better than expected to a large degree at every grade level. Though more can be done, particularly in grades 5 and 7, to strengthen performance, we are energized by our progress this year.

Overall, the school has shown improvement towards attaining its goals in mathematics this year, and has met most measures of performance. Targeted improvements to the educational program as described below, persistence and enhancement of successful practices, and continued staff development at the middle school will contribute to more consistent progress and achievement towards this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school’s aggregate 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 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	Met

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	
<b>Growth</b>	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

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

Bushwick Ascend will implement Ascend’s network-wide initiatives in SY 2018-19, which will assist in improving performance in mathematics and addressing areas of weakness.

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.



## GOAL 3: SCIENCE

### Goal 3: Science

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

### BACKGROUND

Since SY 2014-15, Bushwick 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 fourth and eighth grades 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

Seventy-eight-point-eight percent of Bushwick Ascend students in grades 4 and 8 were found proficient on the New York State science exam in SY 2017-18. Therefore, the school met the measure. Students in grade 4 performed particularly well, with 94.4 percent of students achieving proficiency.

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 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	94.4%	90
8	55.7%	61
All	78.8%	151

### ADDITIONAL EVIDENCE

Bushwick Ascend’s grade 4 students have maintained consistently high levels of proficiency over the past three years. The school’s first grade 8 cohort, however, performed significantly below their grade 4 peers, achieving a proficiency rate of 55.7 percent in SY 2017-18. Bushwick Ascend will continue to work to improve proficiency levels for grade 8 students in science.

#### 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	89.1%	101	89.7%	87	94.4%	90
8	--	--	--	--	55.7%	61
All	89.1%	101	89.7%	87	78.8%	151

### 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Compared to the most recent district science exam data available (from SY 2016-17), Bushwick Ascend students' proficiency rate surpassed that of their district peers, by 18.5 percentage points. Therefore, the school met the measure.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94.4%	90	81.9%	937
8	55.7%	61	38.7%	884
All	78.8%	151	60.3%	1,821

### ADDITIONAL EVIDENCE

While district results for science are not yet available in SY 2017-18, Bushwick Ascend's performance compared to overall CSD 32 performance in previous years has been strong.

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	89.1%	83%	89.7%	81.9%	94.4%	n/a
8	--	--	--	38.7%	55.7%	n/a
All	89.1%	83%	89.7%	60.3%	78.8%	Not available

### SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 32 for SY 2017-18, Bushwick Ascend students continue to attain excellence in science, indicating the strength of the Ascend science curriculum. Bushwick Ascend students have outperformed their CSD peers in previous years—a trend that will likely continue in SY 2017-18 given the school's continued strong performance.

Type	Measure	Outcome
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<sup>9</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

In the middle school grades, the network's curriculum and instruction team will in school year 2018-19 provide 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, Bushwick Ascend is not yet able to report on its ESSA accountability status for 2017-18.

### ADDITIONAL EVIDENCE

The school was in Good Standing for school year 2015-16. In school year 2016-17, the school was not in Good Standing, as the school missed its Annual Year Progress goal for students with disabilities in English language arts for the second time.

Accountability Status by Year

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