



## **Canarsie Ascend Charter School**

# **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Dylan Schaffer

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## INTRODUCTION

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

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

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

**Erica Ware has served as middle school director since July 2017.**

## INTRODUCTION

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

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

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

Canarsie Ascend opened in September 2013 and has since grown to serve students in kindergarten through grade 5. It will continue to grow by a grade per year to serve grades K-8 by school year (SY) 2020-21. 8th grade students from Canarsie Ascend will be offered admission to one of Ascend’s cluster high schools beyond SY 2020-21. Canarsie Ascend is located in Community School District 18 in Brooklyn. In SY 16-17, 73 percent of Canarsie Ascend students qualified for free or reduced-priced lunch, 97 percent were black or Latino, and 13 percent were special education students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13														n/a
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

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

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

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

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

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

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

## Goal 1: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 4th grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	102	1	N/A	6	0	108
4	107	0	0	7	0	114
All	209	1	0	13	0	222

## RESULTS

67.0 percent of Canarsie Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 16-17, slightly higher than the 66.0 percent of all students in tested grades who achieved proficiency. Results in both grades 3 and 4 were notably high.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63.7%	102	64.2%	95
4	68.2%	107	69.8%	96
All	66.0%	209	67.0%	191

<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.

## EVALUATION

Canarsie Ascend did not meet this absolute measure, though we are encouraged by the achievements of students in both of Canarsie Ascend’s tested grades in SY 16-17. Overall, Canarsie Ascend achieved proficiency levels within 7 percentage points below the 75 percent threshold. Students in grades 3 and 4 have benefitted from taking part in the Ascend Common Core curriculum from an earlier stage in their academic careers, and have shown higher levels of academic achievements as a result.

## ADDITIONAL EVIDENCE

In SY 16-17, the 4<sup>th</sup> grade cohort increased their rate of proficiency by over 12 percentage points from their SY 15-16 performance of 57.3 percent proficient in grade 3. The 3<sup>rd</sup> grade proficiency rate also increased from SY 15-16 to SY 16-17, by 6.9 percentage points. Overall, the school’s proficiency level increased by nearly 10 points over one year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	--	--	57.3%	82	64.2%	95
4	--	--	--	--	69.8%	96
All	n/a	n/a	57.3%	82	67.0%	191

### Goal 1: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

## RESULTS

In English language arts, Canarsie Ascend achieved a PLI of 156.4 in SY 16-17.

English Language Arts 2016-17 Performance Level Index

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## ENGLISH LANGUAGE ARTS

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
202	9.6%	24.4%	44.5%	21.5%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 24.4 & + & 44.5 & + & 21.5 & = & 90.4 \\
 & & & & 44.5 & + & 21.5 & = & \underline{66.0} \\
 & & & & & & \text{PLI} & = & 156.4
 \end{array}$$

### EVALUATION

The school met the measure for a PLI value, exceeding the SY 16-17 English language arts AMO of 111. In each grade, a low percentage of students—11.8 percent in grade 3 and 7.5 percent in grade 4—scored a Level 1 on the exam.

#### Goal 1: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which 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>3</sup>

### RESULTS

Canarsie Ascend's aggregate performance on the NYS English language arts exam outpaced Community School District 18, Canarsie's home district, by 31 percentage points. Each tested grade outpaced the district by significant margins.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64.2%	95	34.4%	1118
4	69.8%	96	37.4%	1264
All	67.0%	191	36.0%	2382

<sup>3</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](#).



## EVALUATION

Canarsie Ascend met the measure by exceeding the aggregate district performance in the same tested grades by 31.0 percentage points.

## ADDITIONAL EVIDENCE

Canarsie Ascend’s proficiency levels in grade 3 increased by nearly 7 percentage points over a year, while the district’s grade 3 performance declined from SY 15-16 to SY 16-17 by 1.6 percentage points over the same period. Canarsie Ascend students have outperformed their district peers in both years the school has enrolled students in tested grades.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	--	--	57.3%	36%	64.2%	34.4%
4	--	--	--	--	69.8%	37.4%
All	n/a	n/a	57.3%	36%	67.0%	36.0%

### Goal 1: Comparative Measure

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

## METHOD

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

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

# ENGLISH LANGUAGE ARTS

## RESULTS

Canarsie Ascend achieved an Effect Size of 1.14 overall in SY 15-16, the school's first year with a tested grade.

*2015-16 English Language Arts Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>61.9%</b>	82	57.3%	<b>40.6%</b>	<b>16.7%</b>	<b>1.14</b>
All	<b>61.9%</b>	82	57.3%	<b>40.6%</b>	<b>16.7%</b>	<b>1.14</b>

**School's Overall Comparative Performance:**

***Better than expected to a meaningful degree***

## EVALUATION

Canarsie Ascend met the measure by achieving an Effect Size greater than 0.3, indicating that the school performed better than expected to a meaningful degree.

## ADDITIONAL EVIDENCE

School year 2015-16 was Canarsie Ascend's first year with a tested grade. Therefore, no additional historical Effect Size data is available.

### **Goal 1: Growth Measure<sup>4</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 state's unadjusted median growth percentile.

## METHOD

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

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

## ENGLISH LANGUAGE ARTS

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

### RESULTS

School year 2015-16 was Canarsie Ascend’s first year with a tested grade. Therefore, no growth data is available.

### EVALUATION

Not applicable.

### ADDITIONAL EVIDENCE

Not applicable.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan’s first absolute measure of 75 percent proficiency, Canarsie Ascend students met every other accountability measure in SY 16-17 and have in grades 3 and 4 made considerable performance achievements in English language arts.

The school is confident in the strength of the Ascend Common Core curriculum instituted in SY 14-15, especially for those students who, from an early age, have benefitted from it. Students in grades 3 and 4 achieved impressive absolute proficiency levels, and grade 3 proficiency increased from SY 15-16 to SY 16-17. Both grades continue to outpace CSD 18, and the proficiency level in grade 3 was meaningfully greater than expected in SY 15-16.

Though work remains to maintain high levels of achievement and growth while Canarsie Ascend continues to add tested grades, we are encouraged by our results in SY 16-17.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet
Absolute	Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Met

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. (Using 2015-16 results.)	Not applicable
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## ACTION PLAN

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

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

Every Ascend lower school will focus on the rapid development of early literacy skills in grades K-2, in order to deliver more students to upper elementary and middle schools as confident and capable readers. By improving the effectiveness of literacy instruction with an emphasis on phonics and guided reading, the school will bring additional students to grade level in reading by the end of second grade. Developing adult understanding of how children learn to read, strengthening program implementation in grades K-2, and the addition of read-aloud in grades K-1 will provide the framework for implementation.

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

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

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

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

- The curriculum in math features the approach known as *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance in other leading NYC charter schools, including those in the Success and Achievement First networks.
- *Singapore Math* is the primary math program in kindergarten through the fifth grade. Singapore Math is based on the curriculum that took Singapore students to the top of international math assessments.<sup>6</sup> The program focuses on building problem-solving skills and an in-depth understanding of essential math skills. It is closely aligned with curricular focal points recommended by the National Council of Teachers of Mathematics and the Common Core Learning Standards. Students are taught not only mathematical methods, but also why they work.
- In *Number Stories*, which is founded on the tenets of CGI, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. Math fluency is also reinforced in the routines that open each *Number Stories* lesson, when for approximately 10-20 minutes a day, students practice *Math Routines* to build automaticity and fluency in computation.
- In the middle school, one of the 45-minute daily math periods is deployed for *EngageNY*. The second math period is dedicated to *Math in Context*.

Ascend has created a powerful culture of response to instructional data to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, norm-referenced NWEA MAP

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<sup>6</sup> Marshall Cavendish, "Math in Focus: Singapore Math Research and Efficacy," Accessed July 10, 2015, [http://www.bmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif\\_research\\_efficacy\\_lr.pdf?la=en](http://www.bmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_research_efficacy_lr.pdf?la=en)

## MATHEMATICS

assessments, and other measures of student performance during the course of the year. Since the purchase in SY 14-15 of the Illuminate Data and Assessment (DnA) system, staff are able to monitor progress and assess comprehension, as well as data for data-driven teacher training and evaluation, through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 16-17 implemented its network-wide initiative for the Continuous Monitoring of Student Work, and will continue this initiative in SY 17-18.

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

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested <sup>7</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	101	1	N/A	7	0	108
4	101	3	0	12	0	113
All	202	4	0	19	0	221

<sup>7</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.

# MATHEMATICS

## RESULTS

62.7 percent of Canarsie Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 16-17, compared to 61.9 percent of all students in tested grades who achieved proficiency. Students' performance in both grades was notably strong; more than 50 percent of students in each grade achieved proficiency.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66.0%	101	67.0%	94
4	57.0%	101	58.2%	91
All	61.9%	202	62.7%	185

## EVALUATION

Canarsie Ascend did not meet this absolute measure. However, students in both tested grade showed remarkable progress towards meeting the goal of 75 percent proficiency. Third grade students scored within 7 percentage points of that goal, while grade 4 students are less than 17 points from the goal.

## ADDITIONAL EVIDENCE

Canarsie Ascend increased its overall proficiency by 1.7 percentage points in SY 16-17. Grade 3 students' performance increased by 6 percentage points, while Canarsie Ascend's first cohort of 4<sup>th</sup> grade students largely maintained the strong achievements they made in grade 3 in SY 15-16.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	--	--	61.0%	82	67.0%	94
4	--	--	--	--	58.2%	91
All	--	--	61.0%	82	62.7%	185

### Goal 2: Absolute Measure

## MATHEMATICS

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

### RESULTS

Canarsie Ascend achieved a PLI of 151.8 in SY 16-17.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
202	9.9%	28.2%	35.6%	26.2%

  

PI	=	28.2	+	35.6	+	26.2	=	90.0
				35.6	+	26.2	=	<u>61.8</u>
						PLI	=	151.8

### EVALUATION

The school met the measure by achieving a PLI value exceeding the SY 16-17 mathematics AMO of 109. A significant number of students—28.2 percent overall—were on the cusp of proficiency, attaining a score of Level 2, while a low percentage of students scored Level 1. In grade 4, this percentage was particularly low, at 5.9 percent.

#### 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

<sup>8</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.



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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>9</sup>

### RESULTS

Canarsie Ascend's overall performance on the NYS mathematics exam outpaced Community District 18, Canarsie's home district, by 30.7 percentage points in the corresponding tested grades. Students in each tested grade outpaced their district peers by more than 30 percentage points.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	67.0%	94	37.5%	1138
4	58.2%	91	26.9%	1277
All	62.7%	185	32.0%	2415

### EVALUATION

Canarsie Ascend met the measure by exceeding the aggregate district performance by 30.7 percentage points.

### ADDITIONAL EVIDENCE

Canarsie Ascend students continue to outperform their district peers. Since SY 15-16, Canarsie Ascend has outperformed CSD 18 by at least 30 percentage points overall and in each tested grade.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	--	--	61.0%	31%	67.0%	37.5%
4	--	--	--	--	58.2%	26.9%
All	--	--	61.0%	31%	62.7%	32.0%

<sup>9</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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## Goal 2: Comparative Measure

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

## METHOD

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

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

## RESULTS

Canarsie Ascend achieved an Effect Size of 1.05 for mathematics in SY 15-16, the school's first year with a tested grade.

### 2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	61.9%	82	61.0%	43.0%	18.0%	1.05
All	61.9%	82	61.0%	43.0%	18.0%	1.05

### School's Overall Comparative Performance:

*Better than expected to a meaningful degree*

## EVALUATION

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

## ADDITIONAL EVIDENCE

School year 2015-16 was Canarsie Ascend's first year with a tested grade. Therefore, there is no additional historical Effect Size data.

## Goal 2: Growth Measure<sup>10</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 state's unadjusted median growth percentile.

### METHOD

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

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>11</sup>

### RESULTS

School year 2015-16 was Canarsie Ascend's first year with a tested grade. Therefore, no growth data is available.

### EVALUATION

Not applicable.

### ADDITIONAL EVIDENCE

Not applicable.

### SUMMARY OF THE MATHEMATICS GOAL

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

The school is confident in the strength of the Ascend Common Core curriculum instituted in SY 14-15, especially for those students who, from an early age, have benefitted from it. Students in grades 3 and 4 achieved impressive absolute proficiency levels, and grade 3 proficiency increased from SY 15-16 to SY 16-17. Both grades continue to outpace CSD 18 by at least 30 percentage points, and grade 3 attained proficiency meaningfully greater than expected in SY 15-16.

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<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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Though work remains to maintain high levels of achievement and growth while Canarsie Ascend continues to add tested grades, we are encouraged by our results.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics 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 2015-16 school district results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not applicable

### ACTION PLAN

Canarsie 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.

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

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

Strengthening Implementation of Responsive Classroom will lead to a focus on creating autonomy, and a heightened sense of community, and in turn improve academic performance. The intended outcomes of this initiative are to improve the intentional use of teacher language components that

## MATHEMATICS

develop students' academic and social skills, implement data-driven advisory and morning meeting, and improve teachers' use of interactive modeling.

## GOAL 3: SCIENCE

### Goal 3: Science

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

#### BACKGROUND

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

- MacMillan/McGraw-Hill’s *A Closer Look* science program was first selected as the curriculum for the lower school because of its strong Common Core alignment; integration of rich content with well-conceived inquiry experiments; and vibrant, engaging textbooks. An independent study of St. Louis Public Schools (which deploy the MacMillan/McGraw-Hill science series), revealed that black students’ performance on the Missouri Assessment Program is improving at a rate exceeding that of the state average. Ascend has since added many originally created science units that are aligned to the Next Generation Science Standards and culminate in project-based learning projects.

#### Goal 3: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS

In SY 16-17, Canarsie Ascend’s first year with a tested grade in science, nearly all 4<sup>th</sup> grade students—96.9 percent—were found proficient on the NYS science exam.

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

Grade	Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	96.9%	96
8	--	--
All	96.9%	96

# SCIENCE

## EVALUATION

Canarsie Ascend met the measure by exceeding the 75 percent proficiency threshold by over 20 percentage points.

## ADDITIONAL EVIDENCE

SY 16-17 was the first year Canarsie Ascend administered the NYS science exam to students. Therefore, no additional data exists.

### Goal 3: Comparative Measure

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

## METHOD

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

## RESULTS

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96.9%	96	--	--
8	--	--	--	--
All	96.9%	96	Not available	Not available

## EVALUATION

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

## ADDITIONAL EVIDENCE

While results for science are not yet available for CSD 18 in SY 16-17, Canarsie Ascend students achieved a higher proficiency level in SY 16-17 than did their district peers in SY 15-16. While 4<sup>th</sup> grade students from CSD 18 in SY 15-16 achieved 87 percent proficiency, Canarsie Ascend outpaced this performance by nearly 10 points, with 96.9 percent proficiency, in SY 16-17.

### Science Performance of Charter School and Local District

by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	--	--	--	87%	96.9%	--
8	--	--	--	--	--	--
All	--	--	--	87%	96.9%	Not available

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 18 in SY 16-17, Canarsie Ascend students attained excellence in science in the school’s first year with a tested grade. Nearly all students in grade 4 were 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 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 current levels of proficiency in science by building upon successful systems already in place in grade 4.

Ascend continues to expand and strengthen accountability for science performance, and has set internal proficiency goals for each grade in SY 17-18. This year, professional development in science instruction will continue to expand as it has over the past three years since the implementation of the new science program. Professional development for science teachers during Ascend’s most recent Summer Institute was, compared to previous years, significantly more robust.



## GOAL 4: NCLB

### Goal 4: NCLB

To achieve an Accountability Status of good standing

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

The school remains in Good Standing in 2016-17.

### EVALUATION

The school met the goal.

### ADDITIONAL EVIDENCE

Since SY 14-15, Canarsie Ascend has remained in Good Standing.

NCLB Status by Year

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