



FLATBUSH ASCEND  
LOWER SCHOOL



FLATBUSH ASCEND  
MIDDLE SCHOOL

## **Flatbush Ascend Charter School**

# **2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT**

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By Michael Albalah

123 Linden Boulevard, Brooklyn, NY 11226

1833 Nostrand Ave, Brooklyn, NY 11226

718-744-6099

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## SCHOOL OVERVIEW

Flatbush Ascend Charter School (Flatbush Ascend) opened in 2019. Ascend schools exist to serve every student – to help them embody their inherent excellence by providing rich, joyful learning experiences that unlock a life of boundless choice. Our schools honor, nurture, and challenge the whole child. We foster critical thinking skills and a love of learning through our inquiry-based learning approach, Responsive Classroom model, and anti-racist education. We are deeply committed to advancing educational equity for all of our students.

In school year 2023-24 (SY24), Flatbush Ascend served students in grades K through 5. It comprised Flatbush Ascend Lower School (FACS), serving grades K-4, and Flatbush Ascend Middle School (FAMS), serving grade 5. As of BEDS Day in SY24, Flatbush Ascend enrolled 307 students.

Flatbush Ascend is located in New York City Community School District 17 (CSD 17). In SY24, 86.3 percent of Flatbush Ascend students were eligible for free and reduced-price lunch, 95.6 percent were black or Latino, 16.3 percent were special education students, and 2.3 percent were multilingual learners (MLLs).

## ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year |    |    |    |    |    |    |    |   |   |   |    |    |    |       |
|--------------------------------------------------|----|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| School Year                                      | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2022-23                                          | 63 | 56 | 48 | 52 | 24 |    |    |   |   |   |    |    |    | 243   |
| 2023-24                                          | 53 | 66 | 50 | 38 | 44 | 56 |    |   |   |   |    |    |    | 307   |
| 2023-24                                          | 41 | 59 | 51 | 49 | 32 | 86 | 87 |   |   |   |    |    |    | 307   |

## GOAL 1: ENGLISH LANGUAGE ARTS

Flatbush Ascend Charter School students will meet grade level expectations in English.

### BACKGROUND

As a network committed to diversity, equity, inclusion, and anti-racism (DEIA), we are focused on eradicating illiteracy to enable lives of boundless choice for all students. Our approach revolves around three pillars:

- Complexity: Daily practice with complex texts and academic language.
- Evidence: Daily reading, writing, and speaking grounded in evidence from both literary and informational texts.
- Knowledge Building: Building knowledge in each unit through content-rich nonfiction.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

In the 2022-23 school year, Ascend piloted Science of Reading-based materials, including the Wilson Reading System and Success for All (SFA). Based on pilot outcomes, in 2023-24, we implemented SFA as the foundation for phonics and phonemic awareness instruction, utilizing leveled groups for differentiated learning. SFA's Kinder Phonics and FastTrack Phonics provide systematic, engaging, and flexible phonics instruction that prepares students to become confident readers, while offering structured guidance to teachers for planning effective lessons. The program integrates direct instruction with interactive tools, creating an engaging and effective learning environment.

Looking ahead, in the 2024-25 school year, Ascend will refine the implementation of SFA through data-driven practices to better meet the needs of every student. Additionally, we will launch RedThread Foundations and Knowledge, a rebranded version of our previous Insight Humanities curriculum.

RedThread offers stronger K-8 alignment and integrated performance tracking.

- **RedThread Knowledge:** A multicultural, project-based reading and writing curriculum for K-8 that includes comprehensive lesson plans, thematic units, and inquiry-based projects.
- **RedThread Foundations (K-2):** A 45-minute block focusing on phonics and foundational literacy skills, supported by multicultural decodable texts.

RedThread Foundations (3-5): Builds on foundational skills while incorporating fluency and close reading, with explicit instruction on decoding and morphological awareness.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

## 2024-25 State English Language Arts Exam Number of Students Tested and Not Tested

[illegible]

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |     |   |   |   |   |   |   |     |
|-----|-----|---|---|---|---|---|---|-----|
| All | 243 | 3 | 9 | 0 | 0 | 0 | 0 | 255 |
|-----|-----|---|---|---|---|---|---|-----|

Performance on 2023-24 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 40            | 29                | 73%                | 33                                     | 24                | 73%                |
| 4     | 28            | 25                | 89%                | 22                                     | 20                | 91%                |
| 5     | 85            | 51                | 60%                | 56                                     | 38                | 68%                |
| 6     | 90            | 61                | 68%                | 35                                     | 30                | 86%                |
| 7     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| 8     | N/A           | N/A               | N/A                | N/A                                    | N/A               | N/A                |
| All   | 243           | 166               | 68%                | 146                                    | 112               | 77%                |

### ELA Measure 2 - Absolute

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.

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 2024-25 English language arts MIP for all students of **113**. 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.<sup>2</sup>

### English Language Arts 2024-25 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 19%                                           | 24%     | 38%     | 19%     |

$$PI = 140$$

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

## RESULTS AND EVALUATION

Flatbush Ascend met this measure, and increased its achievement for a PI of 140 compared to the MIP of 113 for a positive difference of 27 points. This success is partially attributable to the redesigned ELA curriculum in SY 2023-24.

### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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>

2024-25 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 in 2023-24 |               |
|       | Percent Proficient                                       | Number Tested | Percent Proficient               | Number Tested |
| 3     | 73%                                                      | 33            | 42.60%                           | 662           |
| 4     | 91%                                                      | 22            | 45.00%                           | 664           |
| 5     | 68%                                                      | 56            | 37.20%                           | 1206          |
| 6     | 86%                                                      | 35            |                                  |               |
| 7     | N/A                                                      | N/A           |                                  |               |
| 8     | N/A                                                      | N/A           |                                  |               |
| All   | 77%                                                      | 146           | 41.60%                           | 1982          |

### ELA Measure 4 - 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 meaningful degree)

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>4</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | 84.2                               | 451.0            | 439.2     | 1.23        |
| 4     | 90.9                               | 444.0            | 438.9     | 0.47        |
| 5     | 92.7                               | 448.0            | 436.8     | 1.12        |
| All   | 89.9                               | 447.0            | 438.1     | 0.95        |

### ELA Measure 5 - 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.

### METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>5</sup>

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

<sup>4</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

<sup>5</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 47.6                   | 50.0   |
| 4     | 58.9                   | 50.0   |
| All   | 54.1                   | 50.0   |

### SUMMARY OF THE ELA GOAL

Flatbush Ascend met all measures except the absolute proficiency measure.

| 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.                                                                                                                                                   | Met     |
| Absolute    | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.                                                                                                                                                                     | 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | 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.                                                                                                                                                    | Met     |

### EVALUATION OF ELA GOAL

Flatbush Ascend met all measures and increased proficiency for students in at least their second year from 58.43% to 77%.

### ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

## ELA ACTION PLAN

At Ascend, literacy is not just an academic goal—it is a social justice imperative. In SY25, we will continue to integrate the Science of Reading through our Success for All and RedThread programs. These programs align with Scarborough’s reading rope model, where the strands of literacy development—phonics, fluency, comprehension—are intertwined to develop skilled readers.

Our focus is on rigorous, research-based practices that nurture critical thinking and build agency through diverse, high-quality texts. Teachers will center student voices and encourage inquiry, fostering a love of reading and lifelong learning. By prioritizing these goals, we aim to ensure students achieve above-grade-level outcomes and are empowered to take ownership of their learning beyond K-12 education, unlocking opportunities for a life of boundless choice.

In addition, through our partnership with Lavina Group our teachers and leaders will be provided additional professional development opportunities. All teachers from Grades K - 8 will receive development throughout the school year on unpacking each unit, led by the creators of the curriculum. All school leadership teams have built-in visits with Lavina Group consultants to support strong implementation of the curriculum and drive growth in student achievement.

## GOAL 2: MATHEMATICS

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

### BACKGROUND

In SY23-24, Ascend’s math instruction was built around three pillars:

- **Problem-based approach:** Engage students in active learning, where they do the majority of the thinking and problem-solving.
- **Discourse:** Build procedural fluency and conceptual understanding through student discussions.
- **Rigor:** Ensure tasks focus on procedural fluency, conceptual understanding, and real-world application.

Ascend introduced **Lavinia Group Math for Meaning Story Problems**, which improved math performance at leading NYC charter schools. We also embedded **TEACH Culturally Responsive Mathematics Teaching (CRMT)** into our lower and middle school math curricula, providing teachers with tools to plan and teach math through a culturally responsive lens. The **Illustrative Mathematics (IM)** curriculum, implemented in K-5, provides a robust progression of math skills, promoting inquiry-based learning and fostering critical thinking. In grades 6-8, students engage in Amplify Math, also built on the principals of IM.

In K-4, our math program utilizes the **Launch, Explore, Discuss (LED)** model, which guides students through concrete, pictorial, and abstract stages of learning. **Number Stories**, based on Cognitively

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Guided Instruction (CGI), allows students to engage with real-world story problems and develop fluency through problem-solving and peer discussion.

K-8 students are also assessed regularly through semi-weekly quizzes that cover current and previously explored content, ensuring teachers can address knowledge gaps through Response to Data (RTD) instruction.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested |         |         |             |                   |              |              | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
|       |              | Absent     | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents |                |
| 3     | 43           | 0          | 4       | 0       | 0           | 0                 | 0            | 47           | 40             |
| 4     | 29           | 2          | 0       | 0       | 0           | 0                 | 0            | 31           | 44             |
| 5     | 85           | 1          | 0       | 0       | 0           | 0                 | 0            | 86           | 58             |
| 6     | 89           | 2          | 0       | 0       | 0           | 0                 | 0            | 91           |                |
| 7     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          |                |
| 8     | N/A          | N/A        | N/A     | N/A     | N/A         | N/A               | N/A          | N/A          |                |
| All   | 246          | 5          | 4       | 0       | 0           | 0                 | 0            | 255          | 142            |

Performance on 2024-25 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 43            | 38                | 88%                | 36                                     | 31                | 86%                |
| 4     | 29            | 27                | 93%                | 23                                     | 22                | 96%                |

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 5   | 85  | 51  | 60% | 56  | 36  | 64% |
| 6   | 89  | 75  | 84% | 34  | 30  | 88% |
| 7   | N/A | N/A | N/A | N/A | N/A | N/A |
| 8   | N/A | N/A | N/A | N/A | N/A | N/A |
| All | 246 | 191 | 78% | 149 | 119 | 80% |

### Math Measure 2 - Absolute

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 2024-25 mathematics MIP for all students of **115.3**. 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.

### Mathematics 2024-25 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 16%                                           | 25%     | 48%     | 11%     |

$$PI = 166$$

### RESULTS AND EVALUATION

Flatbush Ascend met this measure and improved its score by achieving a PI of 166 compared to 133.85 in the prior year. This success is partially attributable to the redesigned math curriculum in SY 2023-24.

### Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

2024-25 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 in 2023-24 |               |
|       | Percent Proficient                                       | Number Tested | Percent Proficient               | Number Tested |
| 3     | 86%                                                      | 31            | 56.80%                           | 694           |
| 4     | 96%                                                      | 22            | 56.10%                           | 686           |
| 5     | 64%                                                      | 36            | 49.80%                           | 666           |
| 6     | 88%                                                      | 30            |                                  |               |
| All   | 80%                                                      | 119           | 54.23%                           | 2046          |

### Math Measure 4 - 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 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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>6</sup>

2023-24 Mathematics Comparative Performance by Grade Level

<sup>6</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | 84.2                               | 464.0            | 446.2     | 1.26        |
| 4     | 90.9                               | 450.0            | 447.0     | 0.19        |
| 5     | 92.7                               | 444.0            | 441.6     | 0.18        |
| All   | 89.9                               | 451.1            | 444.4     | 0.47        |

### Math Measure 5 - Growth

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

#### METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>7</sup>

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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.

#### 2022-23 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 32.7                   | 50.0   |
| 5     | 32.1                   | 50.0   |
| All   | 32.4                   | 50.0   |

#### SUMMARY OF THE MATHEMATICS GOAL

Flatbush Ascend met all measures except the absolute proficiency measure.

| Type | Measure | Outcome |
|------|---------|---------|
|------|---------|---------|

<sup>7</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |                                                                                                                                                                                                                                                                                                                                  |     |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.                                                                                                                                                   | Met |
| Absolute    | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Met |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.                                                                                                                                                    | Met |

### EVALUATION OF THE MATHEMATICS GOAL

Flatbush Ascend met all measures and improved its absolute proficiency rate for students in at least their second year from 58% to 80%

### ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

### MATHEMATICS ACTION PLAN

For SY25, we are reinforcing our instructional shifts by centering professional development on problem-based approaches, student discourse, and rigorous instruction. The consistent use of Illustrative Mathematics in K-5 and 9-11 and Amplify Math in grades 6-8 will ensure coherence across grade levels. Additionally, AP Precalculus and Calculus courses will reinforce the skills needed for advanced math in high school.

We will also expand math fluency instruction across grades, driven by data from last year's K Counting Jar assessments. In G5-8, students will receive an additional math block focused on building number sense and foundational skills. This additional time was created to allow students additional time to apply the learning from their core Math course. To further support our educators, Teaching Lab consultants will provide ongoing professional development and coaching throughout the year to ensure high-quality instruction and effective data-driven practices.

GOAL 3: SCIENCE

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

BACKGROUND

Prior to SY24-25, Ascend’s science curriculum was developed in-house, aligned with NGSS (Next Generation Science Standards), but needed stronger alignment to state-adapted standards and updates to the Science State Exams. Recognizing this, Ascend began the process of identifying a more robust, structured curriculum in SY24.

To launch SY24-25, Ascend fully adopted the Amplify Science curriculum for grades K-8. Amplify Science was selected to enhance inquiry-based learning through its integration of hands-on learning with literacy-rich activities. This curriculum empowers students to think, read, write, and argue like scientists, equipping them with the critical thinking and problem-solving skills necessary to explore and understand scientific phenomena. Amplify supports our goal of developing the whole child by providing multimodal learning opportunities throughout the year.

ELEMENTARY AND MIDDLE SCIENCE

**Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam  
By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|-------|-------------------------------------------------|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     | 56                                              | 31                | 55%                |
| All   | 56                                              | 31                | 55%                |

**Science Measure 2 - Comparative**

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.

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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### 2024-25 State Science Exam Charter School and District Performance by Grade Level

|       | Charter School Students in at Least 2 <sup>nd</sup> Year |    |     | All District Students |                   |                    |
|-------|----------------------------------------------------------|----|-----|-----------------------|-------------------|--------------------|
| Grade | Number Tested                                            |    |     | Number Tested         | Number Proficient | Percent Proficient |
| 5     | 56                                                       | 31 | 55% |                       |                   |                    |
| All   | 56                                                       | 31 | 55% |                       |                   |                    |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal. Flatbush Ascend did not meet the absolute measure. The comparative measure could not be assessed.

| 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.                                                                                             | Did not meet |
| 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. | N/A          |

### EVALUATION OF THE SCIENCE GOAL

Flatbush Ascend did not meet the absolute measure. 5th grade students achieved proficiency at a rate of 55%. The comparative measure could not be assessed, as district comparison data was not available as of the time of writing.

### ADDITIONAL CONTEXT AND EVIDENCE

Ascend takes data and testing integrity seriously. In school year 2023, we formed the Academic Outcomes Team (AOT) and hired for the position of Director of Academic Operations. Together, this role and AOT work together to ensure that consistent exam security procedures are implemented across the network. These measures include custody logging for testing materials, technology restrictions for staff in testing rooms, and consistent staffing within each testing location.

ACTION PLAN

In SY25, Ascend will continue to align science instruction with the **Amplify Science** curriculum across K-8. This curriculum ensures high-quality, rigorous instruction through its three-dimensional learning framework, which includes:

- **Disciplinary Core Ideas (DCIs):** The foundational scientific concepts students need to understand.
- **Science and Engineering Practices (SEPs):** Engaging students in hands-on scientific inquiry and experimentation.
- **Crosscutting Concepts (CCCs):** Linking ideas across different domains of science to provide a coherent understanding of the natural world.

This comprehensive approach will improve science instruction by preparing students for success on the 5th and 8th grade New York State Science Exams, while fostering deep critical thinking and inquiry skills.

Our data-driven approach allows teachers to differentiate instruction to meet the diverse needs of all students. Teachers are well-prepared to deliver lessons grounded in observable phenomena, encouraging students to actively engage with and explore scientific concepts. By leveraging data to inform instruction, we ensure that each student receives targeted support, resulting in stronger science outcomes and overall academic growth in SY25 and beyond.

GOAL 4: ESSA

**ESSA Measure 1**

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.

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. More information on assigned accountability designations and context can be found [here](#).

| Accountability Status by Year |                               |
|-------------------------------|-------------------------------|
| Year                          | Status                        |
| 2022-23                       | Local Support and Improvement |
| 2023-24                       | Local Support and Improvement |
| 2024-25                       | Local Support and Improvement |

### ADDITIONAL CONTEXT AND EVIDENCE

Flatbush Ascend achieved an accountability status of Local Support and Improvement (good standing) for all three years and thus met this measure.