



BROOKLYN ASCEND
LOWER SCHOOL



BROOKLYN ASCEND
MIDDLE SCHOOL



BROOKLYN ASCEND
HIGH SCHOOL

Brooklyn Ascend Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Masci

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Manager of Strategic Initiatives for Ascend Learning, prepared this 2020-21 Accountability Plan Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office	Committees
Stephanie Mauterstock	Chair	Nominating, Academic, Executive
Shelly Cleary	Treasurer	Finance, Executive
Glenn Hopps	Treasurer	Finance, Executive
Oral Walcott	Trustee	Nominating, Hiring
Kwaku Andoh	Trustee	Finance, Academic
Amanda Craft	Trustee	Academic, Hiring
Nadine Sylvester	Parent Representative	Nominating, Academic
Tracy Dunbar	Trustee	Academic, Hiring
Emmanuel Fordjour	Trustee	Academic, Hiring
Stanley Taylor	Trustee	Nominating, Hiring

Chenell Sheppard has served as lower school principal since August 2021.

Richard Tucker has served as middle school principal since July 2021.

Livia Angiolillo has served as high school principal¹ since July 2019.

¹ Prior to July 2020, the school leader position was known as “school director.”

SCHOOL OVERVIEW

Brooklyn Ascend Charter School (Brooklyn Ascend) opened in 2008 with the goal of equipping students with the knowledge, confidence, and character to succeed in college and beyond. The school offers a rich, rigorous inquiry-based education in a warm and supportive environment. Brooklyn Ascend serves students in grades K-12 and comprises Brooklyn Ascend Lower School (BACS), serving grades K-4; Brooklyn Ascend Middle School (BAMS), serving grades 5-8; and Brooklyn Ascend High School (BAHS), serving grades 9-12. As of BEDS Day in school year 2020-21 (SY21), Brooklyn Ascend enrolled 1,649 students.

Brooklyn Ascend is located in New York City Community School District 18 (CSD 18). In SY21, 82.1% percent of students were eligible for free and reduced-priced lunch, 97.7% percent were black or Latino, 13.6% percent were special education students, and 1.6% were English language learners.

Brooklyn Ascend operated primarily in a remote learning modality in SY21. To serve student needs in this environment, Ascend built out opportunities for differentiated instruction and reduced whole-class time to reduce students’ screen exposure. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Brooklyn Ascend resumed in-person learning with a subset of students. In SY22, Brooklyn Ascend plans to offer full in-person instruction.

Ascend has provided comprehensive support to students and families during the COVID-19 pandemic. Since summer 2020, Ascend has provided each student with an individual device to access remote learning content. In response to heightened student need, the network increased socio-emotional supports by expanding staff capacity through training and development. The network maintained a food pantry, supplied clothing to students, and made microgrants to families experiencing homelessness or living in temporary housing.

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
2016-17	146	147	142	148	132	121	103	108	79	72	63			1261
2017-18	143	145	147	143	135	109	111	107	108	111	65	60		1384
2018-19	149	148	144	142	148	112	113	115	109	139	99	57	61	1536
2019-20	139	151	152	149	141	112	108	115	117	152	110	86	51	1583
2020-21	134	148	156	153	148	124	121	117	119	152	108	97	72	1649

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	63	1	62
2019-20	2016-17	2016	50	0	50
2020-21	2017-18	2017	79	2	77

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	50	0	50

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2020-21	2017-18	2017	77	0	77
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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	n/a	n/a	n/a
2019-20	2015-16	2015	2	0	2
2020-21	2016-17	2016	2	0	2

PROMOTION POLICY

Subject	Regents Diploma	Advanced Regents Diploma
English	8	8
Math Including at least 2 credits of advanced (e.g. Geometry or Algebra II)	8	8
Science (including lab) <ul style="list-style-type: none"> • Life Science • Physical Science • Life Science or Physical Science 	6	6
Social Studies <ul style="list-style-type: none"> • Global History (4) • US History (2) • Government (1) • Economics (1) 	8	8
Visual arts, music, dance, and/or theater	2	2
Electives	7	3
Health	1	1
Physical Education	4	4

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Brooklyn Ascend Charter School students will remain on the path to graduation from high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Brooklyn Ascend High School (BAHS) requires completion of 44 credits for graduation, so the relevant measure is the percentage of students in each cohort earning at least **ten** credits.

60.8% of students in the first-year cohort and 55% of students in the second-year cohort earned at least ten credits in SY21. Brooklyn Ascend thus fell short of this measure.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent earning 10 credits for promotion
2019	111	55%
2020	130	60.8%

ADDITIONAL EVIDENCE

Credit attainment decreased in both grades compared to school year 2019-20. Prior to school year 2020-21, Brooklyn Ascend had met this measure every year since school year 2016-17, showing that the Ascend high school model effectively empowers students to stay on track to graduation. We are confident that with the return to in-person learning and implementation of strategies to address unfinished learning, students will recover from the effects of the pandemic and Brooklyn Ascend will return to its history of high performance on this measure.

Goal 1: Leading Indicator

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Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Brooklyn Ascend fell 2 percentage points short of this measure, with 73% of students in the second-year cohort passing at least three Regents. This represents an increase compared to the previous cohort.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	98	38%
2018	2019-20	105	69%
2019	2020-21	111	73%

ADDITIONAL EVIDENCE

We can see that Brooklyn Ascend has consistently improved on this measure over the past three years and sits on the cusp of meeting its target. Brooklyn Ascend is prepared to bolster these gains through our SY22 strategies to address unfinished learning.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as

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members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.²

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

83.1% of students in the fourth-year cohort graduated; Brooklyn Ascend therefore met the first measure. One of the two students in the fifth-year cohort graduated. While Brooklyn Ascend did not meet the second measure, the miniscule size of the fifth-year cohort reflects Brooklyn Ascend's successful history of supporting students through to graduating in four years.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	62	97%
2016	2019-20	50	92%
2017	2020-21	77	83.1%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	n/a	n/a
2015	2019-20	2	100%
2016	2020-21	2	50%

ADDITIONAL EVIDENCE

In the two school years in which Brooklyn Ascend has had fifth-year cohort (school years 2019-20 and 2020-21), the cohort has consisted of two students. This pattern of small fifth-year cohorts demonstrates the effectiveness of Brooklyn Ascend in supporting students to graduation.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district

² The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

83.1% of students in the fourth-year cohort graduated, exceeding the graduation rate of CSD 18 by 16 percentage points. Brooklyn Ascend thus met this measure.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District (NYC CSD 18) ³	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	62	97%	1203	64%
2016	2019-20	50	92%	1235	67%
2017	2020-21	77	83.1%	1235	67%

ADDITIONAL EVIDENCE

While Brooklyn Ascend is compared to CSD 18 for accountability purposes, Brooklyn Ascend High School is located in neighboring CSD 23, where the four-year graduation rate was 52%. Thus, the high school outperformed schools in its physical host district by an even greater margin.

As shown in the table above, fourth-year total cohort graduation rate at Brooklyn Ascend has consistently exceeded that of CSD 18 over the past three years. The school will address the decreased graduation rate in school year 2020-21 through a comprehensive strategy for school year 2021-22, which is outlined in the “Action Plan” section below.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple->

³ Per instructions above, 2019-20 data are reported as a placeholder for 2020-21 data.

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[pathways/](#). The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

All Brooklyn Ascend students in the 2017 Cohort pursued the 4+1 pathway and 83.1% successfully completed this pathway to graduate. The school met this measure.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Overall	77	64	83.1%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	62	97%
2016	2019-20	50	92%
2017	2020-21	77	83.1%

ADDITIONAL EVIDENCE

48% of students in the 2018 total graduation cohort have already completed the pathway requirements, putting them on a strong footing going into their fourth year and giving Brooklyn Ascend a good start toward meeting this measure again in school year 2021-22.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Ascend met the absolute measures regarding graduation and pathway completion, as well as the comparative measure, which demonstrates the school outpaced its neighboring schools. The school is also on the cusp of meeting the leading indicator for progress toward graduation.

Type	Measure	Outcome
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Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did not meet
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Met

ACTION PLAN

The Ascend network’s plans to address unfinished learning will support BAHS students in staying on track to graduation. In SY22, one of the Ascend network’s four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across grades. Ascend will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school’s enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program’s effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.

3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students' mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Brooklyn Ascend Charter School will adequately prepare students for college and beyond.

Ascend's college counseling program provides our students with robust programming from grades 9 through 16 with the mission of preparing our students to get to and through college, by developing within them comprehensive academic skills, an authentic eagerness to learn, and values that yield strong citizens, and by equipping them with the information they need to choose a post-secondary option aligned with their goals. Students benefit from four years of advisory programming, weekly academic counseling sessions, and support with summer employment applications and external job opportunities. Students engage in in-school college preparation seminars, college essay writing workshops, college visits and information sessions, internship and externship programming, scholarship and fellowship application support, and interview practice. 85% of our students agree that adults at Brooklyn Ascend High School help keep them on track for college or career, a growth of 8% from last year.

Brooklyn Ascend High School partners with Medgar Evers College through the CollegeNow program. Students can take the following courses at the college:

- Basic Biology
- Basic Chemistry
- Basic Physics
- Environmental Health Issues
- Introduction to Criminal Law
- Introduction to Psychology
- Introduction to Sociology
- Introduction to World Art History
- African American History and Culture
- English Composition I
- Fundamentals of Speech
- Freshman Seminar

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The high school also partners with OneGoal, Kaplan and the College Board to train college counselors, as well as other Grade 11 teachers, to embed into the junior curriculum PSAT and SAT test preparation.

After graduation, our alumni receive one-on-one support in navigating post-secondary life. 100% of the high school classes of 2019 and 2020 were admitted to two- and four-year colleges; 83% of the class of 2019 and 89.6% of the class of 2020 remain enrolled. Our third graduating class will soon represent Ascend at 28 colleges.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Brooklyn Ascend fell short of this measure, with 31.3% of students in the total graduation cohort achieving one of the college preparation indicators. However, this calculation is incomplete because it does not include AP exam results from school year 2020-21, which are not yet available. When results of 2020-21 AP exams are available, the school’s outcome on this indicator will improve.

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During remote learning, Brooklyn Ascend prioritized instructional time for core content areas, particularly ELA and math, to minimize unfinished learning during the pandemic. As a result, less instructional time was devoted to the college seminar than in previous school years, which may have negatively impacted students’ SAT scores.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP exam with a score of 3 or higher ⁴	51	10	19.6%
Achieving the college and career readiness benchmark on the SAT	63	17	27.0%
Overall	64	20	31.3%

ADDITIONAL EVIDENCE

Planned changes to Brooklyn Ascend’s college preparation programs for school year 2021-22 will address the shortcomings in this measure. With the return to in-person learning, instructional time in both the 11th and 12th grade college seminars will be increased, matching and in some cases exceeding the instructional time offered prior to the pandemic.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

⁴ This count does not include APs taken during school year 2020-21, as results for those exams are not yet available.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Brooklyn Ascend met this measure, exceeding the target matriculation rate by 12.5 percentage points. This performance reflects the strength of Ascend’s college access and persistence programs, which support students from grades 9 to 16. Data on college matriculation is tracked by the high school’s alumni counselor, who provides ongoing support to alumni to improve college persistence.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	62	57	92%
2016	2019-20	46	41	89%
2017	2020-21	64	56	87.5%

ADDITIONAL EVIDENCE

Brooklyn Ascend High School has consistently met this measure over the past three years. While matriculation rates declined slightly during the pandemic and the period of remote instruction, we are confident that the return to in-person instruction and Ascend’s plans to address unfinished learning will keep students on the path to college matriculation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Brooklyn Ascend met the absolute measure of college matriculation, as it has done each year for the past three years. While the school cannot demonstrate that it met the measure regarding college readiness indicators, AP exam results from school year 2020-21 are not yet available. These results are a crucial missing piece that we cannot yet evaluate.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet

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Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

The Ascend network’s plans to address unfinished learning, as well as the return to fully in-person learning, will support BAHS students in preparing for college. During the period of remote learning, Brooklyn Ascend prioritized academic instruction to minimize unfinished learning, reducing instructional time for its college seminar course. In SY22, with the return to in-person learning, instructional time for college preparation will be increased, matching and in some cases exceeding the instructional time offered prior to the pandemic. In addition, to close the academic gaps we have seen, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across grades. Ascend will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school’s enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program’s effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.
3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it’s needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students’ mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as “floaters,” supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

Brooklyn Ascend implements the Ascend Common Core curriculum, which includes the following English Language Arts components.

Foundations, a program for phonemic awareness, fluency, vocabulary, and comprehension, is used 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 composed of 66 percent black or Latino students. The study found that the system expedites grade-level reading improvement among elementary school students who previously struggled to achieve appropriate reading level growth.

Ascend has developed a unique writing program based loosely on the work of Lucy Calkins and The Reading and Writing Project at Columbia University's Teacher's College. Ascend's writing curriculum is genre-based and rooted in the belief that students need to write frequently. Grammar is strategically embedded in the units of study so that students learn grammar skills explicitly and then apply them immediately to the writing they do in class. The program requires teachers to provide frequent feedback to small groups of students in writing conferences while other students work independently. Ascend's writing program teaches students that writing is powerful, fun, beautiful, and purposeful.

Interactive Read Aloud sessions with students in grades K-2 occur five times per week. The class gathers on a rug while the teacher reads a carefully selected high-quality text and provides a model of fluent, expressive reading, which helps children recognize the value of reading for pleasure. Read Aloud promotes vocabulary acquisition, models the habits of a skilled reader, and supports deep discussion of texts through "turn and talks." Beginning in SY21, new Read Aloud texts were selected to provide more culturally diverse content, as well as content that pertains to social justice.

Ascend's Literature Circle program in grades 3 and 4, influenced by a similar program at Success Academy Charter Schools and Icahn Charter Schools, promotes student discussion as teachers help students mine the deepest meaning of fine children's literature and develop the habits of excellent readers, all while building skills in reading comprehension and seminar-style discussion. In Literature Circle, each student has a copy of the text, and students read sections of the text both together and independently. Students are also assigned written work as a component of this literacy block.

In the Shared Text component, implemented in grades 2-8 and modeled after a similar close reading program at Success Academy Charter Schools, the teacher leads students to understand and then write about the deeper meaning of a short, complex text. Students then answer Common Core-style comprehension questions. Texts fall into a range of genres including fiction, non-fiction, and poetry. Due to the difficulties of adapting this model to a remote environment, this component

was temporarily removed from the middle school curriculum during the pandemic; it will resume in SY22. Middle school students on or above grade level will receive Shared Text instruction for 30 minutes per day, four days per week during targeted intervention blocks; students below grade level will receive Guided Reading instruction (described below) during these blocks.

Guided Reading is taught in small groups of students who are on the same reading level, as determined by the Fountas and Pinnell (F&P) Benchmark Assessment System. Teachers serve as skilled facilitators, providing explicit teaching and support for reading increasingly challenging texts. These texts are at students' instructional reading level and students read the whole text. In Guided Reading, teaching is responsive to individual student strengths and needs. Each Guided Reading session addresses skill gaps identified through the previous session, whether in the area of decoding, fluency, or comprehension. Data collected from the F&P Benchmark Assessment is used to inform instruction for each Guided Reading lesson. In SY21, Guided Reading was expanded to grades 5 and 6; in SY22, Ascend will expand this component to all middle school grades.

Ascend's middle school reading program, which begins in grade five, is the natural successor to the lower school's Literature Circle program. Using a diverse selection of engaging texts, students practice applying their close reading skills with the goal of arriving at the deepest level of meaning of any text. In a departure from previous years' focus on solely mastering 'what happened' in each text, the re-envisioned program provides students with multiple opportunities to practice their reading skills in different contexts, moving them closer to reading proficiency. The course emphasizes the importance of critical thinking skills and students' abilities to apply them, rather than mere memorization of the plot of each core novel. In SY21, changes were made to the ELA reading lists to diversify characters and authors. In each grade, a social justice unit was added, focused on either a narrative, informational, or opinion text.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, F&P assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

Ascend schools operated primarily in a remote learning modality in SY21. To accommodate students in this environment, Ascend built out opportunities for differentiated instruction and reduced whole-class time to reduce students' screen exposure. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Ascend schools resumed in-person learning with a subset of students. In SY22, Ascend plans to offer full in-person instruction at all schools.

METHOD

For several years, Ascend has administered internally-developed benchmark exams, modeled off of the NYS exams in ELA, to students in grades 3-8. Benchmark exam results are administered three times per year and meant to indicate the level of student proficiency and mastery. These exams begin with a “baseline” assessment early in the year. This testing structure allows teachers and school leaders to understand student progress throughout the year. Ascend can use scores from these benchmark exams to project, historically with high accuracy, students’ level of success on the state ELA exam. In the absence of reliable state exam results in SY21, Ascend has used performance on these benchmarks and the resulting state test projections as primary measures of student achievement and growth.

Ascend also uses F&P Benchmark Assessments to assess student literacy achievement and growth in grades K-4. Our internal F&P goal is that at least 85% of kindergarten students will be at or above their target reading level by the end of the year; for grades 1-4, our goal is to increase the percentage of students at or above the target level by at least 10 percentage points from baseline to round 4.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

RESULTS AND EVALUATION

2020-21 Ascend State Test Projections

Measure	Subgroup	Target	Tested	Results	Met?
Absolute Measure: 75 percent of all tested students who are enrolled in at least their second year will be projected to perform at or above proficiency on the state’s English language arts exam for grades 3-8.	Students in at least their second year	75%	769	52%	No
Growth Measure: The average student-level change between SY19 state English language arts exam score and SY21 projected score will be positive.	All students	>0 pp	384	-0.1 pp	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Gap Closing Measure 1: Among students whose state English language arts exam score in SY19 was in the bottom quartile of projected scores, median change between SY19 score and SY21 projected score will be positive.	Low initial achievers	>0 pp	155	-2.5 pp	No
Gap Closing Measure 2: The median change between SY19 state English language arts exam score and SY21 projected score for students with IEPs will be greater than the same median change among students without IEPs.	Students with IEPs	>-1.0 pp	84	+1.7 pp	Yes

Data on ELL students is not reportable due to the number of ELL students enrolled per grade.

Absolute: percent of all tested students enrolled in at least their second year projected to perform at or above proficiency

Overall	3	4	5	6	7	8
52%	60%	50%	38%	48%	53%	60%

Growth: average student-level change between SY19 state exam score and SY21 projected score

Overall	5	6	7	8
-0.1 pp	-5.0 pp	+0.5 pp	+3.0 pp	+1.0 pp

Gap Closing

Median change from SY19 state exam score to SY21 projected score among students who scored in the bottom quartile in SY19

Overall	5	6	7	8
-2.5 pp	-8.0 pp	-0.8 pp	+6.5 pp	+2.9 pp

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Median change between SY19 state exam score and SY21 projected score among students with IEPs, compared to students without IEPs

	Overall	5	6	7	8
Students with IEPs	+1.7 pp	-2.1 pp	+2.5 pp	+7.8 pp	+0.5 pp
Students without IEPs	-1.0 pp	-5.1 pp	-0.4 pp	+0.4 pp	+0.4 pp

While Brooklyn Ascend fell short of its ELA goal in SY21 while students engaged in remote learning, with students overall demonstrating lower proficiency in SY21 than they did in SY19, we can see indications of achievement and growth. Students with IEPs demonstrated positive growth in literacy, closing the gap with students without IEPs. Additionally, Brooklyn Ascend students maintained nearly steady performance from SY19, with a score decrease of only 0.1 percentage points. A recent analysis of national iReady assessment data found that students in SY21 performed roughly nine points lower in literacy than matched students from previous years; Brooklyn Ascend's student level score change from SY19 to SY21 shows that our students largely defied this national trend.

Though Brooklyn Ascend's overall achievement and growth fell short, the school's successes on these measures indicates that our strategic adaptations to minimize unfinished learning have advanced student learning in SY21. Before and during the year, Ascend was proactive in meeting the needs of our students and families, distributing devices on a 1:1 basis and adapting our curriculum and instruction to the remote environment. Ascend is committed to reversing the effects of unfinished learning, and we have developed a comprehensive strategy for SY22 that we are confident will build on our curricular innovations in SY21 to ensure our educational program meets the needs of students and families as they recover from the COVID-19 pandemic. Resuming in-person instruction for all students, as well as providing additional small-group instruction, implementing tutoring, and focusing on differentiation will aid students in recovering academically and socio-emotionally. This strategy is described in detail in the "Action Plan" section below.

ADDITIONAL CONTEXT AND EVIDENCE

The internal benchmark assessments have a long history of validity as a measure of achievement. While the testing modality changed in spring 2020 and SY21, we believe our faithful implementation of the assessment format through a remote learning platform retains much of that validity. Staff administered ELA assessments through Google Classroom in grades 3 and 4, and Illuminate Online in grades 5-8. To support students' psychological safety during the pandemic and to maintain community trust, Ascend did not engage in browser locking or eye tracking.

After Ascend’s second benchmark assessment, staff saw indications in some exam responses that students had used answers found online. This happened most frequently in grades 8-12 and was more common on ELA than on math assessments; math assessments relied heavily on Constructed Response questions and used the Desmos platform, both of which require more work to be shown via the testing platform than do multiple choice questions. Staff determined this had a low risk of recurring, as Ascend administered the state exam in place of our third internal benchmark, with Ascend staff digitizing the exams and administered them remotely to students who had not yet returned to in-person learning.

In addition to benchmark assessments, Ascend also uses F&P assessments to understand student performance and growth in literacy in grades K-4.

Percent of students at or above target F&P instructional level

Assessment Round	K	1	2	3	4
Baseline	100 ⁵	24%	16%	27%	14%
2	54%	38%	20%	35%	24%
3	43%	42%	24%	38%	31%
4	47%	41%	26%	39%	39%

We can see that though state test projections indicate a decline in literacy performance since SY19, F&P results show progress within SY21. This indicates that Ascend’s adaptations to address unfinished learning and tailor instruction to the remote environment have begun to reverse this shortfall. We are confident that through Ascend’s action plan for SY22, our students will continue to recover academically and socio-emotionally, and assessment results will reflect that recovery.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Though Brooklyn Ascend did not meet its overall ELA goal in SY21, results indicate Ascend’s proactive adaptations to minimize unfinished learning during the COVID-19 pandemic have supported student learning. Looking forward to SY22, Ascend will implement a network-wide strategy that will build on these successes to support our students’ academic and socio-emotional needs as our communities recover from the pandemic and the period of remote instruction.

ACTION PLAN

The Ascend network’s plans to address unfinished learning will provide our students with the support they need to excel in ELA. In SY22, one of the Ascend network’s four strategic imperatives is

⁵ All kindergarten students start at an F&P baseline of at or above target.

to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen in ELA, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across lower and middle school grades. The middle school schedule has been adjusted to provide four one-hour intervention blocks per week, which will be divided between ELA and math and provide additional academic support. Ascend will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school's enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program's effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.
3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students' mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

In SY22, Ascend plans for full in-person instruction. Schools will ensure consistency in data reporting by administering benchmark and curricular assessments comparable to those administered in SY21 and previous years. In the event that schools must return to remote instruction, Ascend staff will leverage their experience with remote instruction in SY21 and the above strategies to address unfinished learning to ensure students are engaging consistently in remote assessments.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 36.7% of students in the cohort scoring at least a Level 4. This represents a slight decrease from school year 2019-20 performance. The large number of students exempted from ELA Regents exams (47 of 77 in the cohort) reduces the validity of this measure and may affect outcomes.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	39	62%
2016	2019-20	50	0	22	44%
2017	2020-21	77	47	11	36.7%

ADDITIONAL EVIDENCE

Prior to the pandemic and the transition to remote instruction, Brooklyn Ascend was on the cusp of meeting this measure, with 62% of students scoring at least a level 4 in school year 2018-19. This demonstrates the effectiveness of the Ascend high school model in preparing students for high performance in ELA. The return to in-person instruction and Ascend’s plans to address unfinished learning due to the pandemic will support students in reaching high levels of performance, which will be reflected in Brooklyn Ascend’s performance against this measure in school year 2021-22.

⁶ Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	77	14.3%	82	20%	77	0%
2018	128	0% ⁷	105	0%	100	15%
2019			123	0%	111	0% ⁸
2020					130	0% ⁹

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 63.3% of students tested scoring at least a level 3. This represents 19 of the 30 students in the cohort who sat for the exam, excluding the 47 students exempted from it. The large number of students exempted from ELA Regents exams (47 of 77 in the cohort) reduces the validity of this measure and may affect outcomes.

⁷ No students in the 2018 accountability cohort took the ELA Regents in school year 2018-19.

⁸ No students in the 2019 accountability cohort took the ELA Regents in school year 2020-21.

⁹ No students in the 2020 accountability cohort took the ELA Regents in school year 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	54	85.7%
2016	2019-20	50	0	48	96%
2017	2020-21	77	47	19	63.3%

ADDITIONAL EVIDENCE

Brooklyn Ascend met this measure in school years 2018-19 and 2019-20, with improvement between those years. This performance showed the effectiveness of the Ascend high school model in supporting students to ELA proficiency. With the setbacks that students faced during the pandemic and period of remote instruction in mind, Ascend has developed a comprehensive plan to address students' unfinished learning, and the return to fully in-person learning will enable Brooklyn Ascend staff to provide additional support to students who need it. This will enable Brooklyn Ascend to meet this measure once again and regain its upward trajectory.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	98	0% ¹⁰	82	29%	77	0%
2018	128	0% ¹¹	105	0%	100	15%
2019			123	0%	111	0% ¹²
2020					130	0% ¹³

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

¹⁰ No students in the 2017 accountability cohort took the ELA Regents in school year 2018-19.

¹¹ No students in the 2018 accountability cohort took the ELA Regents in school year 2018-19.

¹² No students in the 2019 accountability cohort took the ELA Regents in school year 2020-21.

¹³ No students in the 2020 accountability cohort took the ELA Regents in school year 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 28.6% of students not proficient in 8th grade achieving at least Level 4 on the ELA Regents. This represents a slight decrease (3.8 percentage points) from the 2016 cohort’s performance in school year 2019-20. The large number of students exempted from ELA Regents exams (30 of 44 eligible students) reduces the validity of this measure and may affect outcomes.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	25	52.8%
2016	2019-20	34	0	11	32.4%
2017	2020-21	44	30	4	28.6%

ADDITIONAL EVIDENCE

Brooklyn Ascend met this measure in school year 2018-19, showing the effectiveness of the Ascend high school model in supporting students to ELA proficiency. Students endured setbacks during the pandemic and the period of remote instruction, and graduates in the 2017 cohort felt these negative effects during the last two years of high school. Ascend has developed a comprehensive plan to address students' unfinished learning, and the return to fully in-person learning will enable Brooklyn Ascend staff to provide additional support to students who need it.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 50% of students who were not proficient in the 8th grade achieving performance level 3. This represents seven of the 14 students who sat for the exam, excluding 30 students exempted. The large number of students exempted from ELA Regents exams (30 of 44 eligible students) reduces the validity of this measure and may affect outcomes.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	38	79.2%
2016	2019-20	34	0	32	94.1%
2017	2020-21	44	30	7	50%

ADDITIONAL EVIDENCE

Brooklyn Ascend met this measure in school years 2018-19 and 2019-20, showing the effectiveness of the Ascend high school model in supporting students to ELA proficiency. 30 of the 44 students were exempted from the exam, making it more difficult to draw valid conclusions from the data or comparisons with previous years. With the setbacks that students faced during the pandemic and period of remote instruction in mind, Ascend has developed a comprehensive plan to address students' unfinished learning, and the return to fully in-person learning will enable Brooklyn Ascend staff to provide additional support to students who need it.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Brooklyn Ascend did not meet its high school ELA goals in school year 2020-21. Prior to the pandemic, the school showed strong performance and growth against these measures. Large numbers of exemptions from ELA Regents exams call into question the validity of these measures. As Brooklyn Ascend welcomes students back to fully in-person instruction and implements comprehensive plans to address unfinished learning during the period of remote learning, we are confident that the school will regain its pre-pandemic performance and upward trajectory on these goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet

ACTION PLAN

In school year 2021-22, Brooklyn Ascend will leverage the return to in-person instruction to implement an innovative six-day schedule that allows for more instructional time, including for high school ELA. The Ascend network’s plans to address unfinished learning will provide our students with the support they need to excel in ELA. In SY22, one of the Ascend network’s four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen in ELA, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across grades. Ascend will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school’s enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program’s effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.

3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students' mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

Brooklyn Ascend implements the Ascend Common Core curriculum. The curriculum includes the following mathematics components, which feature Cognitively Guided Instruction (CGI).

In grades K-4, our math program is built on the Launch, Explore, Discuss (LED) model, an inquiry-driven lesson structure that leads students to learn by questioning and discovering. In this approach, students build enduring conceptual understanding and problem-solving skills by progressing through three stages of learning: concrete (using manipulatives), pictorial (using visual representations and models), and abstract (using equations).

In Number Stories, also deployed in grades K-4 and founded on the tenets of CGI, students spend an entire period studying a single, Common Core-style story-problem that they might encounter in the real world. Students construct their own solutions, defend their thinking, and compare their approaches. The routines that open each Number Stories lesson (approximately 10 minutes per day) also reinforce fluency; students practice math routines to build automaticity in computation.

In middle school, one 60-minute daily math period draws from the EngageNY curriculum and a variety of Common Core-aligned resources in order to execute the LED model. The block encompasses a balanced math program; the first five to seven minutes provide practice with fluency and reasoning skills, in addition to targeted reteaches of previously taught, unmastered content. During the Explore portion of the class, students work collaboratively on authentic, rigorous tasks and drive towards a common learning conjecture, or "STAMP." Students also have the opportunity to apply the STAMP to solve new problems and apply their learning to new contexts during independent practice. The math block ends with a daily exit ticket that assesses that day's objective and is typically incorporated into the next day's Opening Procedures.

In SY22, Ascend will introduce a Guided Math component for all middle school grade levels, implemented during intervention blocks for 30 minutes per day, four days per week. Guided Math will be analogous to the Guided Reading component; in a small-group setting, teachers will use data to target concepts to the group's instructional level. Ascend staff will monitor math performance data in SY22 and future years to determine the effectiveness of the Guided Math approach.

In math in grades K-8, semi-weekly quizzes assess current content as well as a pre-selected, previously explored (spiraled) standard to constantly appraise knowledge gaps on major cluster standards. Teacher teams study these data points weekly and use them to plan for Response to Data (RTD) instructional periods.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, F&P assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

Ascend schools operated primarily in a remote learning modality in SY21. To accommodate students in this environment, Ascend built out opportunities for differentiated instruction and reduced whole-class time to reduce students' screen exposure. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Ascend schools resumed in-person learning with a subset of students. In SY22, Ascend plans to offer full in-person instruction at all schools.

METHOD

For several years, Ascend has administered internally-developed benchmark exams, modeled off of the NYS exams in math, to students in grades 3-8. Benchmark exam results are administered three times per year and meant to indicate the level of student proficiency and mastery. These exams begin with a "baseline" assessment early in the year. This testing structure allows teachers and school leaders to understand student progress throughout the year. Ascend can use scores from these benchmark exams to project, historically with high accuracy, students' level of success on the state math exam. In the absence of reliable state exam results in SY21, Ascend has used performance on these benchmarks and the resulting state test projections as primary measures of student achievement and growth.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally developed

RESULTS AND EVALUATION

2020-21 Ascend State Test Projections

Measure	Subgroup	Target	Tested	Results	Met?
Absolute Measure: 75 percent of all tested students who are enrolled in at least their second year will be projected to perform at or above proficiency on the state's mathematics exam for grades 3-8.	Students in at least their second year	75%	718	69%	No
Growth Measure: The average student-level change between SY19 state mathematics exam score and SY21 projected score will be positive.	All students	>0 pp	358	0.6 pp	Yes
Gap Closing Measure 1: Among students whose state mathematics exam score in SY19 was in the bottom quartile of projected scores, median change between SY19 score and SY21 projected score will be positive.	Low initial achievers	>0 pp	116	-4.1 pp	No
Gap Closing Measure 2: The median change between SY19 state mathematics exam score and SY21 projected score for students with IEPs will be greater than the same median change among students without IEPs.	Students with IEPs	>+0.3 pp	84	+2.4 pp	Yes

Data on ELL students is not reportable due to the number of ELL students enrolled per grade.

Absolute: percent of all tested students enrolled in at least their second year projected to perform at or above proficiency

Overall	3	4	5	6	7	8
69%	79%	58%	54%	84%	58%	82%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth: average student-level change between SY19 state exam score and SY21 projected score

Overall	5	6	7	8
+0.6 pp	-3.5 pp	+8.1 pp	-1.1 pp	-3.2 pp

Gap Closing

Median change from SY19 state exam score to SY21 projected score among students who scored in the bottom quartile in SY19

Overall	5	6	7	8
-4.1 pp	-9.8 pp	-5.6 pp	-3.2 pp	+4.5 pp

Median change between SY19 state exam score and SY21 projected score among students with IEPs, compared to students without IEPs

	Overall	5	6	7	8
Students with IEPs	+2.4 pp	-2.4 pp	+8.4 pp	+2.4 pp	+0.1 pp
Students without IEPs	-0.3 pp	-3.3 pp	+8.2 pp	+0.7 pp	-5.4 pp

While Brooklyn Ascend fell short of its math goal in SY21 while students engaged in remote learning, we can see indications of achievement and growth. On average, students demonstrated growth between SY19 and SY21. Students with IEPs demonstrated positive growth in literacy, closing the gap with students without IEPs.

Though Brooklyn Ascend's overall achievement fell short, the school's successes on these measures indicates that our strategic adaptations to minimize unfinished learning have advanced student learning in SY21. Before and during the year, Ascend was proactive in meeting the needs of our students and families, distributing devices on a 1:1 basis and adapting our curriculum and instruction to the remote environment. Ascend is committed to reversing the effects of unfinished learning, and we have developed a comprehensive strategy for SY22 that we are confident will build on our curricular innovations in SY21 to ensure our educational program meets the needs of students and families as they recover from the COVID-19 pandemic. Resuming in-person instruction for all students, as well as providing additional small-group instruction, implementing tutoring, and

focusing on differentiation will aid students in recovering academically and socio-emotionally. This strategy is described in detail in the “Action Plan” section below.

ADDITIONAL EVIDENCE

The internal benchmark assessments have a long history of validity as a measure of achievement. While the testing modality changed in spring 2020 and SY21, we believe our faithful implementation of the assessment format through a remote learning platform retains much of that validity. Staff administered ELA assessments through Nearpod in grades 3 and 4, and through Illuminate Online and Desmos in grades 5-8. To support students’ psychological safety during the pandemic and to maintain community trust, Ascend did not engage in browser locking or eye tracking.

After Ascend’s second benchmark assessment, staff saw indications in some exam responses that students had used answers found online. This happened most frequently in grades 8-12 and was more common on ELA than on math assessments; math assessments relied heavily on Constructed Response questions and used the Desmos platform, both of which require more work to be shown via the testing platform than do multiple choice questions. Staff determined this had a low risk of recurring, as Ascend administered the state exam in place of our third internal benchmark, with Ascend staff digitizing the exams and administered them remotely to students who had not yet returned to in-person learning.

Ascend also uses internal curricular assessments to understand student proficiency in math. The metric reported is the percentage of students receiving an average assessment score of 65 or greater. Achieving a score of 65 on the assessment does not necessarily equate to passing, since participation is also factored into the grading; however, this score cutoff is a primary indicator of academic achievement in math.

Change in percentage of students receiving average assessment scores of 65 or greater between SY19 and SY21 (change in percentage points)

	Overall	K	1	2	3	4
2020-21	65%	87%	86%	50%	70%	49%
2018-19	69%	78%	85%	64%	69%	46%
Change	-4 pp	+9 pp	+1 pp	-14 pp	+1 pp	+3 pp

Students at Brooklyn Ascend showed promising signs of growth on math assessments since SY19. In all grades but one, the percentage of students receiving average assessment scores of 65 or greater increased over that time period.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Though Brooklyn Ascend did not meet its overall math goal in SY21, results indicate Ascend's proactive adaptations to minimize unfinished learning during the COVID-19 pandemic have supported student learning. Looking forward to SY22, Ascend will implement a network-wide strategy that will build on these successes to support our students' academic and socio-emotional needs as our communities recover from the pandemic and the period of remote instruction.

ACTION PLAN

The Ascend network's plans to address unfinished learning in the coming school year will provide our students with the support they need to excel in math. In SY22, one of the Ascend network's four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen in ELA, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across lower and middle school grades. The middle school schedule has been adjusted to provide four one-hour intervention blocks per week, which will be divided between ELA and math and provide additional academic support. Ascend will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school's enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program's effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.
3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students' mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that exhibit an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

In SY22, Ascend plans for full in-person instruction. Schools will ensure consistency in data reporting by administering benchmark and curricular assessments comparable to those administered in SY21 and previous years. In the event that schools must return to remote instruction, Ascend staff will

leverage their experience with remote instruction in SY21 and the above strategies to address unfinished learning to ensure students are engaging consistently in remote assessments.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure. This shortcoming is attributable to unfinished learning during the pandemic and period of remote instruction. Ascend’s plans to address this unfinished learning in school year 2021-22 will provide the students support they need to recover, and this recovery will be reflected in Brooklyn Ascend’s outcomes on this measure.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	11	17.4%
2016	2019-20	50	3	11	23.4%
2017	2020-21	77	2	4	5.3%

ADDITIONAL EVIDENCE

A significant number of students in the 2018 cohort who have already taken a math Regents have achieved at least a level 4. This will set these students up for success in their fourth year and put Brooklyn Ascend in a good position to meet this measure in school year 2021-22.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	98	4.1%	82	10.9%	77	0% ¹⁴
2018	128	3.9%	105	16.2%	100	0%
2019			123	0%	111	0%
2020					130	0%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

¹⁴ No students in the 2017 accountability cohort took a math Regents exam in school year 2020-21.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure. This shortcoming is attributable to unfinished learning during the pandemic and period of remote instruction. Ascend’s plans to address this unfinished learning in school year 2021-22 will provide the students support they need to recover, and this recovery will be reflected in Brooklyn Ascend’s outcomes on this measure.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	58	92.1%
2016	2019-20	50	3	47	100%
2017	2020-21	77	2	14	18.7%

ADDITIONAL EVIDENCE

Data in the table below shows that many students in the 2018 cohort who have already sat for a math Regents have scored at least a level 3. This achievement sets these students up for success in their fourth year and puts Brooklyn Ascend on the path to meeting this measure next year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-2021	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	98	14.3%	82	81%	77	0% ¹⁵
2018	128	21.9%	105	57.7%	100	0%
2019			123	0%	111	7.1%
2020					130	25%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

¹⁵ No students in the 2017 accountability cohort took a math Regents exam in school year 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure. This shortcoming is attributable to unfinished learning during the pandemic and period of remote instruction. Ascend's plans to address this unfinished learning in school year 2021-22 will provide the students support they need to recover, and this recovery will be reflected in Brooklyn Ascend's outcomes on this measure.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	57	0	8	14%
2016	2019-20	37	3	3	8.8%
2017	2020-21	56	2	0	0%

ADDITIONAL EVIDENCE

Brooklyn Ascend’s 2020-21 performance on this measure is concerning. Ascend’s model values differentiation and providing students the support they need; with our plans to address unfinished learning through expanding small-group instruction, we have bolstered this priority for the 2021-22 school year. These additional supports will put students who were not proficient in 8th grade on the path to success in the coming year, which will be reflected in Brooklyn Ascend’s performance on this measure in school year 2021-22.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure. This shortcoming is attributable to unfinished learning during the pandemic and period of remote instruction. Ascend’s plans to address this unfinished learning in school year 2021-22 will provide the students support they need to recover, and this recovery will be reflected in Brooklyn Ascend’s outcomes on this measure.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	57	0	52	91.2%
2016	2019-20	37	3	34	100%
2017	2020-21	56	2	4	7.4%

ADDITIONAL EVIDENCE

Brooklyn Ascend’s 2020-21 performance on this measure is concerning. Ascend’s model values differentiation and providing students the support they need; with our plans to address unfinished learning through expanding small-group instruction, we have bolstered this priority for the 2021-22 school year. These additional supports will put students who were not proficient in 8th grade on the path to success in the coming year, which will be reflected in Brooklyn Ascend’s performance on this measure.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Brooklyn Ascend did not meet its high school mathematics measures in school year 2020-21. Students encountered setbacks during the pandemic and the period of remote instruction, and Brooklyn Ascend’s plans to address unfinished learning in SY22 will support students in recovering from these setbacks, and the school’s outcomes will reflect this recovery.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

¹⁶ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet

ACTION PLAN

In school year 2021-22, Brooklyn Ascend will leverage the return to in-person instruction to implement an innovative six-day schedule that allows for more instructional time, including for high school math. In addition, the Ascend network’s plans to address unfinished learning in the coming school year will provide our students with the support they need to excel in math. In SY22, one of the Ascend network’s four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close the academic gaps we have seen in math, Ascend will implement three evidence-based strategies, which it will continue to adapt throughout the coming year.

1. *Increasing small-group instructional time.* Ascend has added more opportunities for small-group instruction across grades. Ascend will also hire additional special education teachers across the network; school leaders can utilize these staff members to create more small-group instruction opportunities for students in special education.
2. *Establishing a tutoring program.* A new tutoring program will serve 10-15% of each school’s enrollment. This program will supplement existing Ascend small-group instruction, and the network will determine whether to continue the tutoring program in SY23 and beyond based on the program’s effectiveness in SY22. Ascend is designing this program around evidence-based principles, with frequent instruction (three sessions per week), limited group sizes, and regular assessment and data analysis. School leadership will have discretion over scheduling and location to most effectively operationalize the program at their schools.
3. *Repacing the curriculum.* The curriculum pacing and sequencing has been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it’s needed for grade-level content, and to embed more opportunities for differentiation.

The network is also prioritizing students’ mental health and wellbeing. Ascend has hired two to three additional clinicians to serve as “floaters,” supporting schools that exhibit an increase in

mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Brooklyn Ascend Charter School students will meet grade level expectations in Science.

BACKGROUND

Brooklyn Ascend implements the Ascend Common Core curriculum, which includes the following science components.

K-8 science units are designed based on the criteria set forth in the New York State P-12 Science Standards and according to the implementation timeline. The curriculum follows a multiyear sequence that helps students develop increasingly sophisticated practices and ideas across grades K-8 and beyond, with a focus on the Next Generation Science Standards (NGSS) Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCs).

Designed to engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards, science instruction also follows the Launch, Explore, Discuss (LED) model. Data-driven planning enables teachers to tailor instruction to meet the individual needs of students. As students engage with scientific phenomena from kindergarten on, they develop agency as lifelong scientific thinkers.

To harness the power of students' curiosity about the world around them, Ascend's program provides students a range of relevant learning experiences as they engage with scientific phenomena. Examples include inquiry and investigation, evidence-based argument, and application of skills and knowledge in unit projects. Units may also include reading informational texts critically and leveraging scientific knowledge and skills to take action on issues of social justice.

In SY20, Ascend piloted a Living Environment Regents course in 8th grade at Brooklyn Ascend Middle School. In SY21, the program was expanded to 8th grade students at all of our middle schools. Earning a Regents credit in 8th grade empowers students to take more advanced science classes in high school, setting them up for success as they compete with peers across the state. This transition aligns with New York State's mission of preparing science students for college and career readiness in STEM fields.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and supports data-driven

teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, after-school sessions, and ongoing coaching and modeling.

Ascend schools operated primarily in a remote learning modality in SY21. The Ascend network opened learning pods in all school buildings in January 2021. In April 2021, Ascend schools resumed in-person learning with a subset of students. In SY22, Ascend plans to offer full in-person instruction at all schools.

During periods of remote instruction, the SEPs were highlighted as a way to continue to engage students in authentic science thinking and practices. In SY22, we will follow the current research, which recommends keeping the focus on grade-level content and rigor. We will leverage the NGSS progression of Disciplinary Core Ideas to help address learning gaps as needed within the context of grade-level work. An increased focus on the Next Generation Science Standards will support the goal of developing students as scientific thinkers.

METHOD

To assess student achievement and growth in science, Ascend uses course grades. Ascend science courses are aligned to New York State science standards, as well as the Next Generation Science Standards (NGSS), and employ rigorous instructional methods.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

2020-21 Ascend Science Course Grades

Measure	Subgroup	Target	Tested	Results	Met?
Absolute Measure: 75 percent of all students who are enrolled in at least their second year will achieve a passing science course grade in grades 3-8.	Students in at least their second year	75%	709	75%	Yes
Growth Measure: The change in percentage of students receiving a passing course grade in science between SY19 and SY21 will be positive.	All students	>0 pp	774	-8 pp	No
Gap Closing Measure 1: The change in percentage of students with IEPs receiving a passing science course grade in SY19 and in SY21 will exceed the change in percentage of students without IEPs receiving a passing science course grade over the same time period.	Students with IEPs	>-9 pp	135	-1 pp	Yes

Data on ELL students is not reportable due to the number of ELL students enrolled per grade.

Absolute: percent of students enrolled in at least their second year achieving a passing course grade

Overall	3	4	5	6	7	8
75%	67%	46%	80%	81%	76%	91%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth: *change in percentage of students receiving a passing course grade in science between SY19 and SY21*

	Overall	3	4	5	6	7	8
2020-21 (all students)	74%	65%	46%	79%	82%	75%	88%
2018-19	82%	89%	68%	64%	94%	88%	90%
Change	-8 pp	-24 pp	-22 pp	+15 pp	-12 pp	-13 pp	-2 pp

Gap Closing

Change between SY19 and SY21 passing percentage among students with IEPs, compared to students without IEPs

	Overall	3	4	5	6	7	8
Students with IEPs	-1 pp	-25 pp	+25 pp	+50 pp	-35 pp	-13 pp	-10 pp
Students without IEPs	-9 pp	-23 pp	-30 pp	+7 pp	-8 pp	-11 pp	+1 pp

Brooklyn Ascend met its absolute and gap closing goals in science. Though science growth fell short, the school's successes on these measures indicates that our strategic adaptations to minimize unfinished learning have advanced student learning in SY21. Before and during the year, Ascend was proactive in meeting the needs of our students and families, distributing devices on a 1:1 basis and adapting our curriculum and instruction to the remote environment. Ascend is committed to reversing the effects of unfinished learning, and we have developed a comprehensive strategy for SY22 that we are confident will build on our curricular innovations in SY21 to ensure our educational program meets the needs of students and families as they recover from the COVID-19 pandemic. Resuming in-person instruction for all students, as well as providing additional small-group instruction, implementing tutoring, and focusing on differentiation will aid students in recovering academically and socio-emotionally. This strategy is described in detail in the "Action Plan" section below.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend is confident in the consistent administration of assessments through its remote learning platforms in SY21. In SY22, Ascend's strategy to address unfinished learning and support our students in recovering from the pandemic (described in the "Action Plan" section below) will empower our students to achieve a high level of academic performance.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Brooklyn Ascend met two of three measures for its science goal, indicating that Ascend's proactive adaptations to minimize unfinished learning during the COVID-19 pandemic have supported student learning in science. Looking forward to SY22, Ascend will implement a network-wide strategy that will build on these successes to support our students' academic and socio-emotional needs as our communities recover from the pandemic and the period of remote instruction.

ACTION PLAN

The Ascend network's plans to address unfinished learning in the coming school year will provide our students with the support they need to excel academically. In SY22, one of the Ascend network's four strategic imperatives is to hone our student learning model to close the academic and social learning gap created by COVID-19 and integrate technology into our instructional model. To close academic gaps, Ascend will implement several evidence-based strategies to support student achievement in science, which it will continue to adapt throughout the coming year. First, Ascend will hire additional special education teachers across the network. The curriculum pacing and sequencing have also been adjusted to ensure students receive targeted instruction on prerequisite content immediately before it's needed for grade-level content, and to embed more opportunities for differentiation. The network is also prioritizing students' mental health and wellbeing, which are inexorably linked to academic performance. Ascend has hired two to three additional clinicians to serve as "floaters," supporting schools that have exhibited an increase in mental health needs. Each school will have an additional culture associate, who will support student culture, community, behavior, and socio-emotional needs in both proactive and reactive ways. Ascend is also investing in the DESSA tool, a screener for schools to identify social emotional learning supports for all students.

In SY22, Ascend plans for full in-person instruction. Schools will ensure consistency in data reporting by administering benchmark and curricular assessments comparable to those administered in SY21 and previous years. In the event that schools must return to remote instruction, Ascend staff will leverage their experience with remote instruction in SY21 and the network's strategies to address unfinished learning to ensure students are engaging consistently in remote assessments.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. In school year 2020-21, Brooklyn Ascend administered the Living Environment exam; typically it also administered the Chemistry exam. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 66.7% of students in the fourth-year accountability cohort passing a science Regents exam. This represents four of the six students who sat for a science Regents exam, excluding 71 students exempted.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	58	92.1%
2016	2019-20	50	5	43	95.6%
2017	2020-21	77	71	4	66.7%

ADDITIONAL EVIDENCE

Due to the cancelation of science Regents in SY19-20, students in the 2017, 2018, and 2019 cohorts had fewer opportunities than other cohorts to take these exams. The small number of cohort

¹⁷ Based on the highest score for each student on any science Regents exam

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students (six of 77) who sat for a science Regents reduces the validity of this measure and may affect outcomes.

A significant number of students in the first- and second-year cohorts who took science Regents in school year 2020-21 passed the exams, putting Brooklyn Ascend on a promising footing to meet this measure in future years.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁸	Number in Cohort	Percent Passing
2017	98	0% ¹⁹	82	n/a	77	0% ²⁰
2018	128	0% ²¹	105	n/a	100	12.5%
2019			123	n/a	111	42.9%
2020					130	25%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

While CSD data is not available from school years 2019-20 or 2020-21, in school year 2018-19, 64% of CSD 18 fourth-year cohort students achieved proficiency, compared to 66.7% of Brooklyn Ascend students in school year 2020-21. Even with the disruptions of the pandemic and the pivot to remote instruction, Brooklyn Ascend students outperformed students in the school's host district.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Brooklyn Ascend students will meet grade level expectations in social studies.

Goal 6: Absolute Measure

¹⁸ No science Regents exams were administered in school year 2019-20.

¹⁹ No students in the 2017 accountability cohort took a science Regents exam in school year 2018-19.

²⁰ No students in the 2017 accountability cohort took a science Regents exam in school year 2020-21.

²¹ No students in the 2018 accountability cohort took a science Regents exam in school year 2018-19.

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Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

75 of 77 students in the 2017 cohort were exempted from the U.S. History Regents. Of the two students in the cohort who have sat for the exam, neither passed.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	42	66.7%
2016	2019-20	50	5	34	75.5%
2017	2020-21	77	75	0	0%

EVALUATION

Brooklyn Ascend did not meet this measure. However, the validity of this outcome is affected by the small number of students (two of 77) who sat for the exam, as the exams were canceled for two of the cohort's four years at the school. Brooklyn Ascend made significant progress toward this measure between school year 2018-19 and 2019-20, and met the goal in school year 2019-20. We are confident that when Brooklyn Ascend students again have the opportunity to take the U.S. History Regents, the school's performance on this measure will return to its upward trend.

ADDITIONAL EVIDENCE

Due to the cancelation of the U.S. History Regents in school years 2019-20 and 2020-21, students in all cohorts had relatively few opportunities to take these exams. As Brooklyn Ascend returns to fully in-person instruction, Ascend's strategies for addressing unfinished learning will provide students the support they need to perform well on Regents exams in school year 2021-22 and beyond.

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U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²²	Number in Cohort	Percent Passing ²³
2017	98	0% ²⁴	82	n/a	77	n/a
2018	128	0% ²⁵	105	n/a	100	n/a
2019			123	n/a	111	n/a
2020					130	n/a

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

76 students in the 2017 cohort sat for the Global History Regents, while one was student was exempted. 46 students passed the exam with a score of 65.

²² No social studies Regents exams were administered in school year 2019-20.

²³ No social studies Regents exams were administered in school year 2020-21.

²⁴ No students in the 2017 accountability cohort took a social studies Regents exam in school year 2018-19.

²⁵ No students in the 2018 accountability cohort took a social studies Regents exam in school year 2018-19.

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Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	63	0	25	39.7%
2016	2019-20	50	5	36	80%
2017	2020-21	77	1	46	60.5%

EVALUATION

Brooklyn Ascend did not meet this measure, with 60.5% of students who sat for the exam achieving a score of 65.

ADDITIONAL EVIDENCE

Brooklyn Ascend met this measure in school year 2019-20, with 80% of students passing compared to 39.7% in school year 2018-19. While the school year 2020-21 outcome represents a decrease in performance, Brooklyn Ascend saw a positive trend in this measure prior to school year 2020-21. The return to fully in-person learning and implementation of strategies to address unfinished learning will enable Brooklyn Ascend to return to this upward trajectory.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ²⁶	Number in Cohort	Percent Passing ²⁷
2017	98	0% ²⁸	82	n/a	77	n/a
2018	128	0% ²⁹	105	n/a	100	n/a
2019			123	n/a	111	n/a
2020					130	n/a

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

²⁶ No social studies Regents exams were administered in school year 2019-20.

²⁷ No social studies Regents exams were administered in school year 2020-21.

²⁸ No students in the 2017 accountability cohort took a social studies Regents exam in school year 2018-19.

²⁹ No students in the 2018 accountability cohort took a social studies Regents exam in school year 2018-19.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

Data for CSD 18 from school years 2019-20 and 2020-21 is not available. However, in school year 2018-19, 58% of fourth-year cohort students in CSD 18 achieved proficiency on the Global History Regents, compared to 60.5% of Brooklyn Ascend students in school year 2020-21. Despite the disruptions of the pandemic and the pivot to remote instruction, performance of Brooklyn Ascend students exceeded the historical performance of students in the school's host district.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Ascend is currently in “Good Standing” status, which it has maintained since the 2018-19 school year. The school thus meets this measure.

ADDITIONAL EVIDENCE

In 2018-19, Brooklyn Ascend earned the ESSA status of “Good Standing.” It has thereafter maintained this status, receiving the “Good Standing” status in 2019-20 and 2020-21.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing