



BROOKLYN ASCEND
LOWER SCHOOL



BROOKLYN ASCEND
MIDDLE SCHOOL



BROOKLYN ASCEND
HIGH SCHOOL

Brooklyn Ascend Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Masci

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Senior Manager of Strategic Initiatives for Ascend Learning, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Emmanuel Fordjour	Co-Chair	Academic
Gamal Walker	Co-Chair, Interim Treasurer	Finance
Janai Jeter	Secretary	Academic
Jackie Wilson	Trustee	
Courtenaye Jackson	Trustee	
Gaby Ramos-Solomon	Trustee	
Anthony Rose	Trustee	
Taiesha Seales	Trustee	

Jennifer Bauer has served as principal of the lower school since July 2022.

Latasha Williams has served as principal of the middle school since July 2022.

Curtis Durham has served as principal of the high school since June 2023.

SCHOOL OVERVIEW

Brooklyn Ascend Charter School (Brooklyn Ascend) opened in 2008. Ascend schools exist to serve every student – to help them embody their inherent excellence by providing rich, joyful learning experiences that unlock a life of boundless choice. Our schools honor, nurture, and challenge the whole child. We foster critical thinking skills and a love of learning through our inquiry-based learning approach, Responsive Classroom model, and anti-racist education. We are deeply committed to advancing educational equity for all of our students.

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 2022-23 (SY23), Brooklyn Ascend enrolled 1,372 students.

Brooklyn Ascend is located in New York City Community School District 18 (CSD 18). In SY23, 92.8 percent of students were eligible for free and reduced-price lunch, 97.5 percent were black or Latino, 11.3 percent were special education students, and 0.9 percent were multilingual learners (MLLs).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	134	148	156	153	148	124	121	117	119	152	108	97	72	1649
2021-22	112	145	145	144	145	119	111	109	104	87	116	82	84	1503
2022-23	119	111	136	125	131	113	94	94	98	110	79	88	74	1372

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

Fourth-Year High School Accountability Cohorts

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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
2020-21	2017-18	2017	79	0	50
2021-22	2018-19	2018	94	2	77
2022-23	2019-20	2019	80	4	74

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	77	0	77
2021-22	2018-19	2018	90	0	90
2022-23	2019-20	2019	72	0	72

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	2	0	2
2021-22	2017-18	2017	2	0	0
2022-23	2018-19	2018	5	0	5

PROMOTION POLICY

Graduation requirements

In our mission as a college-preparatory school, Brooklyn Ascend High School expects its students to exceed minimum state requirements for graduation.

Credits

Subject	Regents Diploma	Advanced Regents Diploma
English	8	8
Math Including at least 2 credits of advanced (e.g. Geometry or Algebra II)	6	6
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
World Language	6	6
Visual arts, music, dance, and/or theater	2	2
Electives	3	3
Health	1	1
Physical Education	4	4

Regents Diploma Regents Exam 4+1 requirements

Students must pass these four Regents exams with a score of 65 or above: English Language Arts, any mathematics, any science, and any social studies Regents exam. For their fifth required assessment, or +1 option, students may pass an additional Regents exam or any of [NYSED approved exams](#).

Advanced Regents Diploma Regents Exam 8+1 requirements

Students must pass these four Regents exams with a score of 65 or above: English Language Arts, three math exams (Algebra I, Geometry, Algebra II/Trigonometry), any social studies

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exam, two science exams (Living Environment and one of either Chemistry, Earth Science, or Physics), any additional Regents exam, and the NYC World Languages exam (LOTE).

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	65	98%
2022	121	95.8%

Graduation Goal Measure 2 - Leading Indicator

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	111	73%
2020	2021-22	100	71%
2021	2022-23	71	57%

Graduation Goal Measures 3 & 4 - Absolute

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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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	77	64	83.1%
2018	2021-22	90	75	83.3%
2019	2022-23	74	63	85.1%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	2	1	50%
2017	2021-22	2	0	0%
2018	2022-23	5	4	80%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	77	64	83.1%	1044	67%
2018	2021-22	90	75	83.3%	402	62.9%

¹ 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 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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2019	2022-23	74	63	85.1%	N/A ³	N/A
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Graduation Goal Measure 6 - 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.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type⁴

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Regents	86	63	73.3%
Overall	86	63	73.3%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	77	83.1%
2018	2021-22	90	91.1%
2019	2022-23	86	73.3%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Ascend met the first leading indicator and first absolute measure, but did not meet the second leading indicator or the other absolute measures. The comparative measure cannot be evaluated as comparison data is not yet available; however, if performance were compared to district data from the 2021-22 school year, Brooklyn Ascend would significantly exceed this measure.

Type	Measure	Outcome
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³ As of the time of reporting, this data is not yet available.

⁴ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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.

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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.	Met
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.	N/A
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.	Did not meet

EVALUATION OF THE GRADUATION GOAL

Brooklyn Ascend met the absolute measure of 75% of students in the fourth-year cohort graduating, as well as the leading indicator of younger students meeting the qualifications for promotion. While the school did not meet other graduation measures, these two successes indicate that Brooklyn Ascend students are graduating and proceeding towards graduation at promising rates.

ADDITIONAL CONTEXT AND EVIDENCE

For the 2021 cohort, promotion rates increased from 93% in 2021-22 to 98%. Additionally, the percentage of students graduating after four years increased slightly, from 83.3% for the 2018 cohort to 85.1% for the 2019 cohort.

ACTION PLAN

Following a transition in high school leadership in June 2023, Curtis Durham took over the role of high school principal. Mr. Durham also serves as principal of Brownsville Ascend Middle School (BVMS), creating a pipeline within Ascend's Pitkin campus. Mr. Durham is well-regarded among parents and other leaders and have driven performance at BVMS, and we are confident he will continue to drive improvements at the high school level.

GOAL 2: COLLEGE PREPARATION

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

Brooklyn Ascend High School aims to enable lives of boundless choice for all students, regardless of the postsecondary path they choose. While college matriculation is common among BAHS graduates and the school provides extensive support for it, students also receive resources to help them reach other career and life goals.

College affordability is pivotal, and BAHS expands access to scholarships and grants, partners with institutions of higher education, educates families on the importance of saving for college as early as possible, and informs them of expected costs and financial aid. Throughout the college application process, counselors work with families to understand the total cost of college attendance and the availability of financial aid awards. Families receive assistance in examining loan options, payment plans, and other funding sources to help them pay for any costs not covered by colleges. College counseling and social-emotional counseling are kept distinct to ensure that staff members have a singular focus in supporting student needs.

As upper class students, all students participate in a seminar-style class taught by college counselors and driven by Ascend's college counseling curriculum. This course is motivated by the conviction that while students may well be prepared academically, they also need vital non-cognitive skills and a sense of purpose to persevere in the challenging environment of college. It is the school's responsibility to develop these skills and to develop students' aspirations. In college counseling classes throughout their high school careers, students analyze personal strengths and weaknesses, develop a growth mindset, and practice realistic goal setting and planning. Finally, students track their college readiness through milestones on Overgrad, where students house their college wish-lists, conduct college research, analyze Brooklyn Ascend High School historical acceptance data, manage college applications, and request teacher recommendations. Students share this information with their families during progress report conferences.

In addition to college counseling and the college seminar, BAHS supports a college-going culture through college visits. Students are exposed to college campuses through annual college trips, beginning in larger groups in freshman and sophomore year and becoming more individualized in junior and senior year. In Fall 2019, BAHS hosted college admission representative visits and led whole-group trips to 13 schools, including six SUNY and two CUNY campuses; in Spring 2020, freshman and sophomores were taken on targeted visits to nine other campuses. During SY21-22, all college visits were held virtually due to the COVID-19 pandemic.

Students can earn college credits through nine AP classes, the National Education Equity Lab, participation in *College Now!*, and other pre-college programs. Brooklyn Ascend High School has established an official relationship with Medgar Evers College, and students began taking college credit-bearing classes on campus during the Spring 2018 semester. AP classes are open to any student who chooses to make the extra academic effort and are not restricted based on test scores.

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High school staff connect students to outside internships and summer programs to build their resumes and help students determine their interests and skillsets.

Brooklyn Ascend High School partners with OneGoal, Kaplan and the College Board to train college counselors and other grade 11 teachers to embed PSAT and SAT test preparation into the curriculum.

College Preparation Goal Measure 1 - Absolute

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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁵

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam	57	19	25.6%
SAT College and Career Readiness Benchmark	60	8	10.8%
Overall	74	19	25.7%

⁵ Schools use any method listed above, 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.

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College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁶

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	46	41	89%
2018	2021-22	64	56	87.5%
2019	2022-23	63	49	77.8%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Brooklyn Ascend met the final absolute measure, but did not meet the first absolute measure.

Type	Measure	Outcome
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⁶ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

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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
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

EVALUATION OF THE COLLEGE PREPARATION GOAL

Data on matriculation is collected through personalized follow-up with alumni. 74 out of 74 cohort members attempted at least one of the college preparation indicators.

ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Ascend’s performance on the absolute measure increased slightly, from 22.2% in 2021-22 to 25.7% in 2022-23. Postsecondary access and success is one of the pillars of Brooklyn Ascend High School’s design, and our high school and network staff continue to refine how best to support students seeking to attend college or take part in other postsecondary paths.

ACTION PLAN

Following a transition in high school leadership in June 2023, Curtis Durham took over the role of high school principal. Mr. Durham also serves as principal of Brownsville Ascend Middle School (BVMS), creating a pipeline within Ascend’s Pitkin campus. Mr. Durham is well-regarded among parents and other leaders and have driven performance at BVMS, and we are confident he will continue to drive improvements at the high school level.

Specifically regarding college preparation and persistence, under Mr. Durham’s leadership, staff have improved and standardized communication with recent graduates to improve data integrity around matriculation and persistence. As we live our Ascend’s purpose to unlock lives of boundless choice for students, focus has expanded somewhat to “postsecondary success,” acknowledging that graduates may choose to follow pathways other than college and that Brooklyn Ascend High School should prepare them for whatever option they may choose. Our high school and network staff continue to refine how best to support students following other paths.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

As a network committed to diversity, equity, inclusion, and anti-racism (DEIA), we are driven to eradicate illiteracy to enable lives of boundless choice for all of our students. These shifts revolve around three pillars:

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

In the 2022-23 school year, Ascend began a shift toward Science of Reading-based curricular materials, piloting several different programs including the Wilson Reading System and Success for All. Based on the pilot results, starting in the 2023-24 school year, we will implement the Success for All program in foundational skills, including phonics, phonemic awareness, and shared stories in leveled groups. SFA's Kinder Phonics is a systematic, sequential phonics program that makes learning fun, fast, and easy. In addition to engaging instruction, students have daily opportunities to practice working on phonemic skills and strategies and apply what was learned when reading phonetically regular text. Kinder Phonics helps teachers develop confident, independent, strategic readers that are prepared for the first grade and beyond. SFA's FastTrack Phonics is a fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence, and word-level blending and segmenting. It can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group. During their 20-minute daily lessons, children master the basics of reading with phonemic awareness, letter-sound correspondence, word-level blending, and spelling practice. For teachers it provides detailed guides for each interactive session, making lesson planning a breeze. The program integrates direct teaching, using puppets, video, and colorful picture cards, with whole-class interaction and partner practice.

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. Additionally, read-aloud texts

have been organized into themed text sets. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.

Also in the 2023-24 school year, we will expand our use of the Insight Humanities curriculum to grades K-6. Insight Humanities, created by Lavinia Group, is a multicultural, project-based curriculum that integrates reading, writing, and social studies. Teachers are provided with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.

In the *Shared Text* component, implemented in grades 3-8, 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.

Small group instruction is taught in small groups of students who are focused on common skills, 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.

Ascend's middle school reading program, which begins in grade five, builds on learning in grades K-4 with continued use of the Insight Humanities curriculum. Using a diverse selection of engaging texts, students apply their close reading skills with the goal of arriving at the deepest level of meaning. This program provides students with multiple opportunities to practice their reading skills in different contexts, so they exceed standards of 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, a social justice unit focused on either a narrative, informational, or opinion text was added to each grade. In SY22, the ELA reading list was adjusted to increase student exposure to a diverse range of characters and authors, and project-based learning components were added to every grade.

In SY22, we adopted Renaissance Learning to reinvigorate our independent reading initiative. With the support of teachers, students are expected to select and read choice books throughout the day and each evening. Renaissance Learning provides metrics that can be used by families, students, teachers, and schools to track and target support as students explore new topics and stories. In addition to physical libraries, students will have access to nonfiction, fiction, and leveled current events.

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ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	116	0	0	0	0	0	2	118
4	119	0	5	0	0	0	7	131
5	111	0	2	0	0	0	0	113
6	95	0	0	0	0	0	1	96
7	96	0	2	0	0	0	0	98
8	101	0	0	0	0	0	0	101
All	638	0	9	0	0	0	10	657

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁷

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	116	66	56.9%	104	61	58.7%
4	119	71	59.7%	105	60	57.1%
5	111	58	52.3%	104	55	52.9%
6	95	64	67.4%	89	62	69.7%
7	96	68	70.8%	84	61	72.6%
8	101	73	72.3%	87	67	77.0%
All	638	400	62.7%	573	366	63.9%

ELA Measure 2 - Absolute

⁷ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58.7%	104	43.9%	640
4	57.1%	105	50.2%	669
5	52.9%	104	46.8%	1009
6	69.7%	89	43.1%	1054
7	72.6%	84	45.1%	1073
8	77.0%	87	54.1%	1080
All	63.9%	573	47.3%	5525

ELA Measure 4 - Comparative

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

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁹

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ¹⁰		Effect Size
		Actual	Predicted	
3	83.6%	44.3	35.0	0.47
4	86.9%	39.4	28.7	0.61
5	88.5%	34.5	24.9	0.62
6	92.2%	69.9	44.1	1.60
7	81.1%	57.5	39.3	0.99
8	83.7%	62.2	41.5	1.15
All	86.0%	50.2	35.0	0.87

ELA Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2022-23, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

¹⁰ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Benchmark performance during the year decreased slightly in the lower school and increased slightly in the middle school.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

Internal benchmark results

Grades	BM1	BM3	BM5
K	31.6%	61.9%	9.7%
1	35.6%	57.8%	50.5%
2	55.1%	10.8%	26.2%
3	12.8%	24.6%	20.5%
4	4.7%	4.7%	14.1%
BACS	27.8%	30.8%	24.0%

Grades	BM1	BM3	BM5
5	7.2%	9.8%	13.4%
6	3.4%	0.0%	14.9%
7	19.0%	10.3%	20.4%
8	32.3%	13.9%	27.0%
BAMS	15.4%	8.8%	18.9%

SUMMARY OF THE ELA GOAL

The school met the comparative measures, but did not meet the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above	Met

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	(performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

On measure 4, grades 6-8 showed exceptional performance. Harmonization of the ELA curriculum as described in the Background section will contribute to greater consistency in performance across grades.

ADDITIONAL CONTEXT AND EVIDENCE

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

ELA ACTION PLAN

At Ascend, we believe that literacy is a critical social justice issue, and we focus our efforts accordingly. As discussed above in the “Background” section, we are continuing our work to integrate the Science of Reading into our literacy instruction. This includes fully implementing the Success for All program in foundational skills across our lower schools. We will also utilize the Insight Humanities curriculum in grades K-6, the Close Reading Mastery program in grades 2-8, and Fishtank ELA in grades 7-11.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.¹¹

¹¹ Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹²

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)
2017	2020-21	77	47	11	36.7%
2018	2021-22	90	72	3	16.7%
2019	2022-23	86	8	33	42.3%

High School ELA Measure 2 - 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.

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.

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)
2017	2020-21	77	47	19	63.3%
2018	2021-22	90	72	7	38.9%
2019	2022-23	86	8	50	64.1%

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	44	30	4	28.6%
2018	2021-22	48	35	2	15.4%
2019	2022-23	86	8	33	42.3%

High School ELA Measure 8 - Growth

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.

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.

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)
2017	2020-21	44	30	7	50%
2018	2021-22	48	35	4	30.8%
2019	2022-23	86	8	50	64.1%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Brooklyn Ascend did not meet its absolute or growth measures.

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	Did not meet

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	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.	
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 Language Arts (Common Core) 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 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

EVALUATION OF HIGH SCHOOL ELA GOAL

Brooklyn Ascend nearly met, but did not meet, the two growth measures, coming within 8 percentage points of the first target and within 11 percentage points of the second target.

ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Ascend’s strong performance in ELA at the lower and middle school levels show that while the school did not meet its high school ELA measures, there is a trajectory of performance and growth that will improve high school results in this and future school years.

ACTION PLAN

Building on the strength of Ascend’s humanities program in grades 5-8, the high school continues implementing Fishtank Learning ELA in grades 9 and 10, with grades 11 and 12 implementing content aligned to Fishtank that is created by Ascend’s high school ELA director. Seniors can take AP Literature.

GOAL 4: MATHEMATICS

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

BACKGROUND

Instructional shifts in math in school year 2023-24 will revolve around the following three pillars:

1. *Problem-based approach: Create moments of active instruction, where students are doing most of the thinking and mental lift in the classroom.*
2. *Discourse: Develop procedural fluency and conceptual understanding through the discussion of ideas between students.*
3. *Rigor: Work that sets the bar for ensuring tasks and learning focus around procedural fluency, conceptual understanding, and application.*

The math curriculum features *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance at many leading New York City charter schools.

Across the K-8 math curriculum, Ascend has introduced the TEACH Culturally Responsive Mathematics Teaching (CRMT) framework. This framework centers math instruction around knowing and valuing every learner and is designed to ensure that every student can not only enjoy success with math, but also see math as a tool they can use to examine the world. The teaching and learning team has embedded principles of the CRMT into lower and middle school math curricula and provides a lesson analysis tool with each unit guide to help teachers apply these CRMT principles in their lesson plans and teaching practices.

Across grades K-5, Ascend will implement Illustrative Math as our core program. The Illustrative Mathematics curriculum offers a rigorous, engaging, and comprehensive program that fosters a deep understanding of math concepts and encourages critical thinking. Aligned with Common Core State Standards, it provides a logical progression of ideas from grade to grade, forming a robust foundation for future studies and life skills. This curriculum highlights math's practical relevance and encourages student-led learning, promoting active engagement and inclusivity for all students, regardless of their background or previous math experience. It includes diverse activities and assessments to address individual student needs, ensuring every student can flourish and reach their mathematical potential. Each lesson offers support for all learners, incorporating challenge questions for advanced students, and differentiated instruction for ELL/MLL students and those with learning differences.

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All students in grades K-8 will also develop foundational skills in math fluency, such as number stories in K-4.

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 also reinforce fluency; students practice math routines to build automaticity in computation.

Students also have daily practice with math routines that reinforce fluency; students practice math routines to build automaticity and efficiency in computation.

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	117	0	0	0	0	0	1	0	118
4	121	0	6	0	0	0	2	0	129
5	111	0	2	0	0	0	0	0	113
6	94	0	1	0	0	0	1	0	96
7	97	0	1	0	0	0	0	0	98
8	101	0	0	0	0	0	0	42	101*

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All	641	0	10	0	0	0	4	42	655
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Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	117	78	66.7%	105	71	67.6%
4	121	83	68.6%	107	72	67.3%
5	111	42	37.8%	104	39	37.5%
6	94	53	56.4%	88	51	58.0%
7	97	65	67.0%	85	60	70.6%
8	101	71	70.3%	90	67	74.4%
All	641	392	61.2%	579	360	62.2%

Performance on a Regents Math Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Algebra I	0	N/A	N/A
8	2021-22	Algebra I	93	50	53.8%
8	2022-23	Algebra I	42	42	100%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the Brooklyn Ascend Charter School 2022-23 Accountability Plan Progress Report

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school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67.6%	105	55.4%	650
4	67.3%	107	51.1%	679
5	37.5%	104	40.5%	1021
6	58.0%	88	38.3%	1071
7	70.6%	85	40.6%	938
8	74.4%	90	42.2%	1004
All	62.2%	579	43.6%	5363

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	83.2%	54.6	35.2	0.89
4	86.8%	51.2	26.7	1.21
5	89.7%	29.0	21.5	0.44
6	92.2%	52.0	21.0	2.00

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
7	81.0%	46.7	22.6	1.26
8	N/A	N/A	N/A	N/A
All	86.5%	47.0	25.7	1.15

Math Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2022-23, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

Across grades, benchmark performance decreased slightly in the lower school and increased slightly in the middle school. In particular, students in grades 4 and 8 showed growth, while grades K-1 experienced a decrease in performance.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

Grades	BM1	BM3	BM5
K	83.3%	35.0%	36.8%
1	33.7%	6.4%	27.1%
2	6.3%	5.4%	10.8%
3	6.8%	8.6%	10.0%
4	17.3%	18.8%	32.0%
BACS	28.5%	14.8%	23.2%

Grades	BM1	BM3	BM5
5	9.0%	8.2%	5.4%

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6	4.6%	3.3%	3.2%
7	6.6%	8.33%	8.5%
8	0.0%	28.3%	9.0%
BAMS	5.2%	12.2%	6.5%

SUMMARY OF THE MATHEMATICS GOAL

Brooklyn Ascend met the comparative measures, but did not meet the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

On comparative measure 3, Brooklyn Ascend students significantly outperformed their district peers, particularly in grades 4, 7, and 8. On comparative measure 4, students in grades 6 and 7 performed especially well.

ADDITIONAL CONTEXT AND EVIDENCE

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

MATHEMATICS ACTION PLAN

As discussed above in the “Background” section, Ascend is making three conceptual shifts in math instruction going into the 2023-24 school year, centering our professional development on developing a problem-based approach, discourse to develop fluency, and rigor of instruction. The Illustrative Math program used across K-5 and 9-11 will increase consistency of instruction, with a plethora of materials available to teachers to best support all learners. Amplify Math in grades 6-8 and AP Precalculus and Calculus in grade 12 will provide a coherent trajectory that reinforces the development of core math skills needed to ensure a life of boundless choice.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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

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)
2017	2020-21	77	2	4	5.3%
2018	2021-22	90	11	4	5.1%
2019	2022-23	86	15	2	2.8%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. This measure examines the percent of the

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Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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)
2017	2020-21	77	2	14	18.7%
2018	2021-22	90	11	72	91.1%
2019	2022-23	86	15	9	12.7%

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

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High School Math Measure 7 - Growth

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.

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

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

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)
2017	2020-21	56	2	0	0%
2018	2021-22	2	10	0	0%
2019	2022-23	86	15	2	2.8%

High School Math Measure 8 - Growth

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.

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 mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents 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)
2017	2020-21	56	2	4	7.4%
2018	2021-22	28	10	15	83.3%
2019	2022-23	86	15	9	12.7%

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SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Brooklyn Ascend did not meet the absolute or growth measures evaluated.

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 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 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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Brooklyn Ascend did not meet the absolute or growth measures evaluated. Performance on the first growth measure represents a small increase over 2021-22 results.

ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Ascend's strong performance in math at the lower and middle school levels show that while the school did not meet its high school math measures, there is a trajectory of performance and growth that will improve high school results in this and future school years.

ACTION PLAN

The mathematics program is tightly aligned with the Common Core and includes Algebra I, Geometry, Algebra II/Trigonometry, and Pre-Calculus. The school also offers courses in AP Calculus and AP Statistics. Beginning in SY24, Algebra I, Algebra II, and Geometry will be aligned to the Illustrative Math curriculum used in the lower and middle schools, while AP Pre-Calculus and AP Calculus will use internally-created materials that align to the scope and sequence defined by the College Board. All courses ensure a deep understanding of concepts and an ability to apply mathematical concepts to the real world.

GOAL 5: SCIENCE

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

BACKGROUND

Since SY19, K-8 science units have been 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 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 with 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 act on social justice issues.

In SY21, Ascend began offering a Living Environment Regents course 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

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transition aligns with New York State’s mission of preparing science students for college and career readiness in STEM fields.

Beginning in SY23, we piloted two new middle school science components. First, we are using OpenSciEd in grades 6 and 7. Second, we offer a computer science elective.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school did not administer the New York State Testing Program science assessment during the 2022-23 school year. The Grade 4 assessment was canceled at the state level, and students in grade 8 instead took the Living Environment Regents.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	0	N/A	N/A
8	0	N/A	N/A
All	0	N/A	N/A

Science Measure 2 - Comparative

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

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

This measure cannot be evaluated as Brooklyn Ascend students did not take the science assessment.

2022-23 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year	All District Students
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Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	0	N/A	N/A	0	N/A	N/A
8	0	N/A	N/A	0	N/A	N/A
All	0	N/A	N/A	0	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The standard measures cannot be evaluated as the school did not administer the New York State Testing Program science assessment.

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

EVALUATION OF THE SCIENCE GOAL

The standard measures cannot be evaluated as the school did not administer the New York State Testing Program science assessment.

ADDITIONAL CONTEXT AND EVIDENCE

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

Brooklyn Ascend administered internal benchmark exams in science in grades 5-8.

Internal benchmark results

Grades	BM1	BM3	BM5
5	53.2%	40.7%	28.6%
6	20.0%	3.3%	10.8%
7	51.6%	29.6%	25.3%
8	26.0%	35.0%	0.0%
BAMS	38.5%	28.0%	16.5%

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Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	0	N/A	N/A
8	2021-22	Living Environment	95	46	48.4%
8	2022-23	Living Environment	101	48	47.5%

On the Living Environment Regents exam, the percent of Brownsville Ascend 8th graders decreased slightly compared to the the previous school year.

ACTION PLAN

The cancellation of the grade 4 science assessment limits somewhat our insights into science performance among Brownsville Ascend students. While 8th grades showed growth on the Living Environment Regents, the middle school did not demonstrate within-year growth on the internal benchmark assessments. We continue to evaluate our science curriculum as we look forward to the new grade 5 assessment this school year.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment and Chemistry exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

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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)
2017	2020-21	77	71	4	66.7%
2018	2021-22	90	87	1	33.3%
2019	2022-23	86	7	18	22.8%

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Brooklyn Ascend did not meet the absolute measure.

Type	Measure	Outcome
Absolute	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.	Did not meet
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

As the official measure counts students who were exempted as passing, the decrease in the number of exemptions over the past three years has decreased Brooklyn Ascend's performance on the measure. However, the percentage of the number in cohort *passing* improved significantly over that time, from 5.2% in 2020-21 to 20.9% in 2022-23. As students continue to accommodate to regular Regents exams after the pandemic, and students benefitting from the middle school science curricular changes described in the "Elementary and Middle Science" enter high school, we are confident science Regents performance will continue to improve.

ADDITIONAL CONTEXT AND EVIDENCE

School year 2021-22 was the first year in which Ascend middle schools administered science Regents exams to 8th graders. Course rigor and practice with the Regents format are advantages of offering a Regents course in middle school. As students who experienced a science Regents in 8th grade continue

to move into the high school, we expect science Regents performance in the high school to continue improving.

ACTION PLAN

Building on the strength of the middle school science curriculum, high school students continue the study of science and technology to explore issues of importance to them, their community, and society at large. By learning how to gather and interpret scientific evidence about local and global issues, students begin to appreciate the power of science and its present limitations. They recognize that science is much more than a set of answers to be learned, but rather, a way of asking questions. In SY16 and SY17, the sequence began with Biology and proceeded to Chemistry. Beginning in SY18, the sequence changed to Physics, Chemistry, Biology/AP Biology, and then science electives. This change is based on the “Physics First” movement, an approach commonly used in independent schools where physics is taught to ninth-grade students. College-level coursework is also available through the inclusion of AP courses.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

As of the 2023-24 school year, Ascend’s humanities curriculum begins with Insight Humanities in grades K-6. Insight Humanities, created by Lavinia Group, is a multicultural, project-based curriculum that integrates reading, writing, and social studies. Teachers are provided with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.

Ascend’s middle school social studies program also begins in grade 5 and builds on the content knowledge students gain in their K-4 reading classes. The program focuses on history from the ancient world to the present, while incorporating other social studies disciplines such as civics, economics, and geography. It is aligned to the New York State standards and integrates other standards from the National Council for the Social Studies’ College, Career, and Civic Life (C3) Framework. Students enjoy a variety of learning experiences, from art-based lessons, to AP-aligned document-based questions, to multimodal collaborative projects. As part of an ongoing three-year plan to center Black and Indigenous history, units have been added on West African kingdoms, Black resistance to enslavement, and Native American societies prior to colonialism. Overall, the program’s goals are to prepare students to succeed in rigorous high school and college level social studies courses, develop students’ understanding of systems of government and power, and equip students to act as present and future change agents.

Social Studies Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	77	75	0	0%
2018	2021-22	90	51	0	0%
2019	2022-23	86	7	1	1.3%

Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	77	1	46	60.5%

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2018	2021-22	90	80	1	10%
2019	2022-23	86	11	18	24%

Social Studies Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Brooklyn Ascend did not meet either of the absolute measures evaluated.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Did not meet
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Did not meet
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Performance on the absolute measure rebounded somewhat, increasing between the 2018 and 2019 cohorts.

ADDITIONAL CONTEXT AND EVIDENCE

In combination with growth on internal benchmark performance (shown below), the improvement in Regents performance shows that Brooklyn Ascend students are on a positive trajectory for social studies performance. We are confident that performance will continue to improve in this and future school years.

Internal benchmark results

Grades	BM1	BM3	BM5
5	19.0%	20.5%	36.1%
6	54.4%	35.2%	55.4%
7	10.5%	46.4%	63.2%
8	43.8%	63.4%	60.4%
BAMS	31.0%	40.7%	53.3%

In the middle school, including in 8th grade, social studies benchmark performance improved throughout the year. This suggests that students entering Brooklyn Ascend High School this year and in future years have demonstrated a trajectory of social studies growth.

ACTION PLAN

Humanities courses lead students through a series of inquiries that begin with a local and internal focus and grow increasingly expansive, leading students to consider larger sociopolitical systems and their own potential for influence and action. Each course unfolds around an essential question foundational to the development of self-awareness and social consciousness, such as “How do our identities form?” or “How is power gained, maintained, and challenged?” Through this process of discovery, students graduate confident in their critical reading, writing, and public speaking skills, and can understand, critique, and participate fully in the world around them.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing ¹³

ADDITIONAL CONTEXT AND EVIDENCE

The school has retained a “good standing” status for the past three school years.

¹³ This accountability status is preliminary.