



BROOKLYN ASCEND
LOWER SCHOOL



BROOKLYN ASCEND
MIDDLE SCHOOL



BROOKLYN ASCEND
HIGH SCHOOL

Brooklyn Ascend Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Jonathan Masci

205 Rockaway Parkway, Brooklyn, NY
123 East 98th Street, Brooklyn, NY
1501 Pitkin Avenue, Brooklyn, NY

(718) 907-9150

(347) 289-9000

(347) 750-1200

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Senior Manager of Strategic Initiatives, prepared this 2021-22 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)
Nadine Sylvester	Co-Chair	Academic
Stanley Taylor	Co-Chair	Hiring, Nominating
Shelly Cleary	Treasurer	Academic, Finance
Emmanuel Fordjour	Secretary	Hiring, Nominating
Janai Jeter	Trustee	Academic, Hiring
Gamal Walker	Trustee	Finance
Jackie Wilson	Trustee	Hiring, Nominating

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.

Livia Angiolillo has served as principal of the high school since July 2019.

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 2021-22 (SY22), Brooklyn Ascend enrolled 1,649 students.

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

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
2017-18	143	145	147	143	135	109	111	107	108	111	65	60		1384
2018-19	149	148	144	142	148	112	113	115	109	139	99	57	61	1536
2019-20	139	151	152	149	141	112	108	115	117	152	110	86	51	1583
2020-21	134	148	156	153	148	124	121	117	119	152	108	97	72	1649
2021-22	112	145	145	144	145	119	111	109	104	87	116	82	84	1503

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	50	0	50
2020-21	2017-18	2017	79	2	77
2021-22	2018-19	2018	94	4	90

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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)
2019-20	2016-17	2016	50	0	50
2020-21	2017-18	2017	77	0	77
2021-22	2018-19	2018	90	0	90

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)
2019-20	2015-16	2015	2	0	2
2020-21	2016-17	2016	2	0	2
2021-22	2017-18	2017	2	0	0

PROMOTION POLICY

To be promoted, each student must earn a minimum of:

- 2 credits of English
- 2 credits each in two of the following three subjects, for a total of 4 credits:
 - Math
 - History
 - Science
- 2 credits of physical education
- 1 elective credit

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Ascend High School met this measure, with 93% and 89% of the first and second-year cohorts (respectively) making sufficient progress to be promoted.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	100	89%
2021	82	93%

ADDITIONAL EVIDENCE

Promotion increased significantly over the previous school year (in which the first and second-year cohort were promoted at rates of 60.8% and 55%, respectively). This is a return to Brooklyn Ascend High School’s trajectory of high promotion rates prior to the Covid pandemic. For example, in the 2018-19 school year, 96% and 97% of the first- and second-year cohorts, respectively, were promoted.

Goal 1: 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.

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Brooklyn Ascend narrowly missed meeting this measure, with 71% of students passing at least three Regents exams.

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)
2018	2019-20	105	69%
2019	2020-21	111	73%
2020	2021-22	100	71%

ADDITIONAL EVIDENCE

Over the previous three years, the percentage of students passing at least three Regents increased steadily. Ascend’s plans to increase student achievement in school year 2022-23 will address this setback.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Brooklyn Ascend met the measure for students in the fourth-year cohort, with 83.3% of students graduating. Of the two fifth-year students remaining in the school, neither graduated. This tiny sample size casts down on any conclusions this measure might entail about the school.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	50	46	92%
2017	2020-21	77	64	83.1%
2018	2021-22	90	75	83.3%

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
2015	2019-20	2	2	100%
2016	2020-21	2	1	50%
2017	2021-22	2	0	0%

ADDITIONAL EVIDENCE

Brooklyn Ascend saw a decrease in graduations between school years 2019-20 and 2020-21, primarily due to the Covid pandemic and resulting remote learning environment. With a return to in-person learning, we can see that graduation numbers have begun slowly to return to BAHS’ typical trajectory.

Goal 1: Comparative Measure

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

¹ The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

As of the submission of this report, appropriate district comparison data for school year 2021-22 is not yet available. At the direction of the Institute, we are therefore omitting this measure.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	50	46	92%	1235	67%
2017	2020-21	77	64	83.1%	1044	67%
2018	2021-22	90	75	83.3%		

ADDITIONAL EVIDENCE

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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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RESULTS AND EVALUATION

Brooklyn Ascend met this measure, with 93.2% of students passing a pathway exam.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Regents	88	82	93.2%
Overall	88	82	93.2%

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	50	92%
2017	2020-21	77	83.1%
2018	2021-22	90	91.1%

ADDITIONAL CONTEXT AND EVIDENCE

This demonstrates a return to Brooklyn Ascend’s strong performance on this measure, as seen in the 2016 cohort, of whom 92% passed a pathway exam.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Ascend High School met all of the measures toward its high school graduation goal except fifth-year graduation. In line with Ascend’s values of striving joyfully and partnering collaboratively, we have developed a multi-prong plan for the 2022-23 school year to improve student academic performance. As we bolster student supports toward performance, promotion, and graduation, we are confident Brooklyn Ascend will continue improving on these measures.

Type	Measure	Outcome
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.	Met

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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.	Not Met
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.	Met

ACTION PLAN

As described below in relation to K-8 instruction, in SY 2022-23 Ascend is implementing a multi-prong strategy to increase academic achievement for all of our students. In line with this network-wide strategy, Brooklyn Ascend High School teachers engaged in expanded summer professional development to align on expectations for efficient and effective lesson planning, highlighting lesson strategies to promote engagement by all students. With additional training on practices such as strategic monitoring, BAHS teachers worked as a professional community to cultivate strategies to improve achievement and engagement for all students. These engagement strategies will also promote promotion, persistence, and graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

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 the College Readiness Portfolio (CRP) using Naviance, 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.

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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, all college visits were held virtually due to the COVID-19 pandemic.

In line with Ascend's purpose to unlock lives of boundless choice for our students, we acknowledge that college matriculation may not be the ideal choice for all students, and we aim to empower BAHS students with the support and resources they need to determine the best choice for them. In addition to the 56 of graduates who have matriculated to college, eight are engaging in vocational training programs, one is pursuing a career in the military, and seven are proceeding with employment or gap year plans. We aim to enable our students to pursue diverse post-secondary options as they see fit.

Goal 2: Absolute Measure

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

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

METHOD

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

Brooklyn Ascend offers two of the listed potential indicators of college readiness: AP exams and the SAT, on which students can achieve the College and Career Readiness Benchmark.

RESULTS AND EVALUATION

Overall, all 90 members of the cohort attempted at least one of these indicators. Of those who attempted an AP exam, 20.3% passed; of those who attempted the SAT, 16.7% achieved the College and Career Readiness Benchmark. In total, 22.2% of BAHS graduates achieved at least one of these indicators of readiness.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam	69	14	20.3%
SAT College and Career Readiness Benchmark	72	12	16.7%
Overall	90	20	22.2%

ADDITIONAL EVIDENCE

This compares slightly unfavorably to college readiness in school year 2020-21, in which 31.3% of the graduating cohort achieved at least one of the indicators.

Goal 2: Absolute Measure
 Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure
 Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure
 Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22

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and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Brooklyn Ascend just barely missed this measure, with 74.7% of graduating students matriculating to college. Data on college matriculation is tracked by the high school's alumni counselor, who provides ongoing support to alumni to improve college persistence.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2016	2019-20	46	41	89%
2017	2020-21	64	56	87.5%
2018	2021-22	75	52	74.7%

ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Ascend's success in this area is due to the consistent support the school offers to high school students. This support is described in detail above, under the College Preparation goal.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Brooklyn Ascend High School met its matriculation measure, but did not meet its measure regarding college readiness indicators. In line with Ascend's values of striving joyfully and partnering collaboratively, we have developed a multi-prong plan for the 2022-23 school year to improve student academic performance. These changes will also better prepare students for college matriculation and success. In addition, in line with Ascend's newly-formulated purpose to unlock lives of boundless choice for our students, we have shifted toward a broader view of postsecondary success in which the high school's role is to equip students well for whatever post-graduation options they may pursue, whether that be college, military service, or various career opportunities. Thus, while we still strive to see all of our students able to earn acceptance to high-performing institutions if they choose to apply, we can no longer use college matriculation as a sole indicator of postsecondary success.

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

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Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Met
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ACTION PLAN

As described above in relation to K-8 instruction, in SY 2022-23 Ascend is implementing a multi-prong strategy to increase academic achievement for all of our students. In line with this network-wide strategy, Brooklyn Ascend High School teachers engaged in expanded summer professional development to align on expectations for efficient and effective lesson planning, highlighting lesson strategies to promote engagement by all students. With additional training on practices such as strategic monitoring, BAHS teachers worked as a professional community to cultivate strategies to improve achievement and engagement for all students. These strategies will also improve college preparedness and performance on college readiness indicators.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

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

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

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

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

Over the next few years, literacy at Ascend will shift towards the Science of Reading, which, supported by years of research, promotes five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In the 2022-23 school year, we will pilot three Science of Reading-aligned programs at various schools across our network to judge their efficacy across grades K - 2. Brooklyn Ascend will pilot Success for All Phonics.

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

One of our goals for upper elementary school students is to increase their knowledge of the world to better prepare them for the rigors of middle school social studies. To this end, in school year 2022-23, Ascend third and fourth graders will engage with a humanities program from the Lavinia Group. Insight Humanities uses 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.

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

In the Shared Text component, implemented in grades 2-8 and modeled after a similar close reading program at Success Academy Charter Schools, the teacher leads students to understand and then write about the deeper meaning of a short, complex text. Students then answer Common Core-style comprehension questions. Texts fall into a range of genres including fiction, non-fiction, and poetry. Due to the difficulties of adapting this model to a remote environment, this component was temporarily removed from the middle school curriculum during the pandemic; it will resume in SY22. Middle school students on or above grade level will receive Shared Text instruction for 30 minutes per day, four days per week during targeted intervention blocks; students below grade level will receive Guided Reading instruction (described below) during these blocks.

Ascend's middle school reading program, which begins in grade five, is the natural successor to the lower school's Literature Circle program. Using a diverse selection of engaging texts, students practice applying their close reading skills with the goal of arriving at the deepest level of meaning of any text. In a departure from previous years' focus on solely mastering 'what happened' in each text, the re-envisioned program provides students with multiple opportunities to practice their reading skills in different contexts, moving them closer to reading proficiency.

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The course emphasizes the importance of critical thinking skills and students' abilities to apply them, rather than mere memorization of the plot of each core novel. In SY21, changes were made to the ELA reading lists to diversify characters and authors. In each grade, a social justice unit was added, focused on either a narrative, informational, or opinion text.

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

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

In SY22, all Ascend schools returned to full in-person instruction. We plan to operate fully in-person in SY23 and succeeding years.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	122	0	0	0	12	134
4	137	0	0	0	5	142
5	113	0	0	0	1	114
6	103	0	0	0	0	103
7	106	0	0	0	0	106
8	98	0	0	0	2	100
All	679	0	0	0	20	699

RESULTS AND EVALUATION

While Brooklyn Ascend fell short of the absolute ELA measure this year, we did see indications of achievement and growth. 6th grade students, and to a lesser extent 7th grade students, approached this measure. Though overall ELA achievement fell short, the above successes indicate that our strategic adaptations during SY22 did improve student learning. These adaptations include beginning the school year earlier than usual, increasing small-group instructional time, re-pacing the curriculum to expand opportunities for differentiation, and bolstering our investment in student mental health.

Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44.3%	122	45.5%	110
4	39.4%	137	39.0%	123
5	34.5%	113	34.5%	110
6	69.9%	103	70.1%	97
7	57.5%	106	57.6%	99
8	62.2%	98	63.4%	93
All	50.2%	679	50.6%	632

ADDITIONAL EVIDENCE

We can ascertain trends during the current accountability period by comparing spring 2022 state test results to SY20 state test performance projections and SY21 state test results. As detailed in the school's 2021 Accountability Plan Progress Report, the internal benchmark assessments have a long history of validity as a measure of achievement. While the testing modality changed in spring 2020 and SY21, we believe our faithful implementation of the assessment format through a remote learning platform retains much of that validity.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Official results from spring 2021 state exams are of questionable validity due to the low numbers of students present to take the in-person exams. To improve our understanding of SY21 performance, Ascend staff created online version of the state exams after the testing window closed and administered these unofficial exams to remote learning students. We then used the combined in-person (official) and remote (unofficial) results to assess performance. Compared to these combined SY21 scores, Brooklyn Ascend performed significantly better in SY22. On the spring 2019 state exams, the last assessments not marred by the effects of the pandemic, 62% of Brooklyn Ascend students scored proficient in ELA. Between 2014 and 2019, Ascend's network-wide proficiency had increased consistently as we solidified our instructional model and committed to Responsive Classroom. This improvement shows the power of the Ascend model and its continuing potential to empower students to achieve. We are confident that with the start of the 2022-23 school year and the implementation of our plans to improve academic achievement for all our students, we will see this recovery continue.

Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS AND EVALUATION

As of the submission of this report, appropriate district comparison data for school year 2021-22 is not yet available. At the direction of the Institute, we are therefore omitting this measure.

2021-22 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

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45.5%	110		
4	39.0%	123		
5	34.5%	110		
6	70.1%	97		
7	57.6%	99		
8	63.4%	93		
All	50.6%	632		

ADDITIONAL EVIDENCE

Goal 3: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

Ascend used our internal benchmark exams to evaluate student growth in school year 2021-22. Benchmarks at three points during the school year in grades 3-8 provide both formative and summative data, shaping instructional focus over the course of the year as well as planning for the year to come.

Average percent correct, Ascend internal benchmark assessments, school year 2021-22

<i>Grade</i>	BM 1	BM 2	BM 3	BM 4	<i>BM4 – BM1</i>
3	33.0%	46.1%	40.7%	53.2%	20.2 pp
4	38.8%	47.1%	44.0%	46.4%	7.6 pp
5	49.3%	60.5%	42.2%	49.4%	0.1 pp

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

6	53.9%	60.5%	46.9%	66.2%	12.9 pp
7	56.9%	58.3%	48.7%	62.6%	5.7 pp
8	68.8%	68.6%	62.3%	65.4%	-3.4 pp
Brooklyn Ascend	50.1%	56.9%	47.5%	57.2%	7.1 pp

Benchmark percent correct increased by 7.1 percentage points on average during the 2021-22 school year. The third grade showed the greatest increase, with an increase of 20 percentage points from the first to last benchmark assessment.

ADDITIONAL CONTEXT AND EVIDENCE

The internal benchmark assessments have a long history of validity. Performance on benchmarks has so closely predicted performance on state exams that Ascend has routinely used benchmark results to establish state test performance projections at the student, school, and network levels. Comparing projections to actual performance since the projection system was first implemented in SY14, the projections have an average absolute error rate of about 1.8 percentage points, providing high confidence in the validity of benchmark performance as a predictor of state test performance.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Though Brooklyn Ascend did not meet its absolute ELA measure in SY22, it met the comparative and growth measures. These results indicate Ascend's proactive adaptations to address student need in SY22 have supported student learning. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in ELA and overall academic performance.

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.	Not met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	N/A
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.	N/A
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

ACTION PLAN

In SY23, Ascend's unified organizational goal is to improve academic achievement for all of our students. Our vision is to see achievement exceed pre-pandemic levels, with gaps closing between our general education students and students in special populations, namely those receiving special education services and our English language learners. To support all students toward increased achievement, we plan a multi-prong strategy focused on instructional management by leaders, intellectual preparation by teachers, people management and accountability, strong hiring, effectively leveraging time on task, and family-school partnerships. To strengthen instructional management across the network, Ascend offered a robust leader institute training series in summer 2022, and will offer ongoing professional development throughout school year 2022-23. Our parallel summer teacher institute furthers the intellectual preparation of Ascend teachers, as will our implementation of outside curricula in select grades and subjects, including three pilots of Science of Reading-based literacy programs.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 16.7% of students exceeding Regents expectations in ELA.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort⁴

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)
2016	2019-20	50	0	22	44%
2017	2020-21	77	47	11	36.7%
2018	2021-22	90	72	3	16.7%

ADDITIONAL EVIDENCE

Prior to the pandemic, in the 2018-19 school year, Brooklyn Ascend nearly met this measure, with 62% of students in the fourth-year cohort achieving at least a level 4. This shows the strength of the Ascend high school model to support students to high Regents achievement. The effects of the pandemic have particularly marred Regents performance. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will surpass pre-pandemic levels.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	82	20%	77	0%	90	0%
2019	105	0%	100	15%	84	14%
2020			130	0% ⁵	100	15%
2021					82	6%

Goal 3: Absolute Measure

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

METHOD

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

⁴ Based on the highest score for each student on the English Regents exam

⁵ No students in the 2020 accountability cohort took the ELA Regents in school year 2020-21.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 38.9% of students in the cohort achieving at least a level 3.

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)
2016	2019-20	50	0	48	96%
2017	2020-21	77	47	19	63.3%
2018	2021-22	90	72	7	38.9%

ADDITIONAL EVIDENCE

Prior to the pandemic, in the 2018-19 school year, Brooklyn Ascend exceeded this measure, with 96% of students in the fourth-year cohort achieving at least a level 3. Even in school year 2020-21, the school nearly met this measure, with 63.3% achieving this milestone. This performance history shows the strength of the Ascend high school model to support students to high Regents achievement. The effects of the pandemic have particularly marred Regents performance. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will bounce back to pre-pandemic levels.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	0%	100	15%	90	1%
2019	123	0%	111	0% ⁶	84	45%
2020			130	0% ⁷	100	48%
2021					82	35%

⁶ No students in the 2019 accountability cohort took the ELA Regents in school year 2020-21.

⁷ No students in the 2020 accountability cohort took the ELA Regents in school year 2020-21.

Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 15.4% of students who were not proficient in 8th grade achieving at least a level 4.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	34	0	11	32.4%
2017	2020-21	44	30	4	28.6%
2018	2021-22	48	35	2	15.4%

ADDITIONAL EVIDENCE

The Covid pandemic and the remote learning environment negatively affected performance for many students, but especially those who were already struggling academically. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will surpass pre-pandemic levels, including for students with additional academic need.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 30.8% of students who were not proficient in 8th grade achieving at least a level 3.

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)
2016	2019-20	34	0	32	94.1%
2017	2020-21	44	30	7	50%
2018	2021-22	48	35	4	30.8%

ADDITIONAL CONTEXT AND EVIDENCE

Prior to the pandemic, in the 2018-19 school year, Brooklyn Ascend exceeded this measure, with 94.1% of such students in the fourth-year cohort achieving at least a level 3. Even in school year 2020-21, the school met this measure, with 50% achieving this milestone. This performance history shows the strength of the Ascend high school model to support students to high Regents achievement. The effects of the pandemic have particularly marred Regents performance. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will bounce back to pre-pandemic levels.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

While Brooklyn Ascend did not meet the high school ELA measures, the school’s history shows that the Ascend model can empower students to reach these milestones. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. This strategy will support more students towards exceeding Regents expectations.

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.	16.7%
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.	38.9%
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.	15.4%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	30.8%
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ACTION PLAN

As described above in relation to K-8 instruction, in SY 2022-23 Ascend is implementing a multi-prong strategy to increase academic achievement for all of our students. In line with this network-wide strategy, Brooklyn Ascend High School teachers engaged in expanded summer professional development to align on expectations for efficient and effective lesson planning, highlighting lesson strategies to promote engagement by all students. With additional training on practices such as strategic monitoring, BAHS teachers worked as a professional community to cultivate strategies to improve achievement and engagement for all students.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

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

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

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

In middle school, one 60-minute daily math period draws from the EngageNY curriculum and a variety of Common Core-aligned resources in order to execute the LED model. The block encompasses a balanced math program; the first five to seven minutes provide practice with fluency and reasoning skills, in addition to targeted reteaches of previously taught, unmastered content. During the Explore portion of the class, students work collaboratively on authentic, rigorous tasks and drive towards a common learning conjecture, or “STAMP.” Students also have the opportunity to apply the STAMP to solve new problems and apply their learning to new

contexts during independent practice. The math block ends with a daily exit ticket that assesses that day's objective and is typically incorporated into the next day's Opening Procedures.

Beginning in the 2022-23 school year, grades 6-8 will use Amplify Math, a problem-based learning curriculum. Amplify Math is designed to serve 100 percent of students in accessing grade-level math every day. The program is relatively easy to facilitate and promotes productive discourse. It includes flexible, social problem-solving experiences both digitally and on paper and real-time access to data that informs instruction.

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

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

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

In SY22, all Ascend schools returned to full in-person instruction. We plan to operate fully in-person in SY23 and succeeding years.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁸				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	119	0	0	0	15	134
4	129	0	0	0	12	141
5	107	0	0	0	6	113
6	102	0	0	0	1	103
7	105	0	0	0	0	105
8	0	0	0	0	100	100
All	562	0	0	0	134	696

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure. However, the school’s academic proficiency has increased significantly since last year. This improvement signals a return to Ascend’s pre-pandemic trajectory of improving academic achievement.

8th grade students took the Algebra I Regents in place of the 8th grade state assessment.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54.6%	119	53.7%	108
4	51.2%	129	50.4%	117
5	29.0%	107	28.8%	104
6	52.0%	102	54.2%	96
7	46.7%	105	46.9%	98
8	-	0	-	0
All	47.0%	562	46.8%	523

Performance on 2021-22 Algebra I Regents Exam by 8th Grade Students

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Total Tested	# Passing	% Passing
93	50	53.8%

ADDITIONAL EVIDENCE

On the spring 2019 state exams, the last assessments not marred by the effects of the pandemic, 76% of Brooklyn Ascend students scored proficient in math. Between 2014 and 2019, Ascend’s network-wide proficiency had increased consistently as we solidified our instructional model and committed to Responsive Classroom. This improvement shows the power of the Ascend model and its continuing potential to empower students to achieve. We are confident that with the start of the 2022-23 school year and the implementation of our plans to improve academic achievement for all our students, we will see this recovery continue.

Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

METHOD

A school compares 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.⁹

RESULTS AND EVALUATION

As of the submission of this report, appropriate district comparison data for school year 2021-22 is not yet available. At the direction of the Institute, we are therefore omitting this measure.

2021-22 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.7%	108		
4	50.4%	117		
5	28.8%	104		
6	54.2%	96		
7	46.9%	98		
8	-	0		
All	46.8%	523		

ADDITIONAL EVIDENCE

Goal 4: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available. As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

Internally developed

Ascend used our internal benchmark exams to evaluate student growth in school year 2021-22. Benchmarks at three points during the school year in grades 3-8 provide both formative and summative data, shaping instructional focus over the course of the year as well as planning for the year to come.

Average percent correct, Ascend internal benchmark assessments, school year 2021-22

<i>Grade</i>	BM 1	BM 2	BM 3	BM 4	<i>BM4 – BM1</i>
2	50.8%	59.9%	60.0%	-	9.2 pp
3	41.6%	55.5%	45.0%	49.1%	7.5 pp
4	40.6%	46.2%	46.0%	60.0%	19.4 pp

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5	57.5%	46.6%	42.0%	51.8%	-5.7 pp
6	60.0%	61.9%	61.9%	59.2%	-0.8 pp
7	63.9%	60.7%	60.4%	61.5%	-2.4 pp
8	37.6%	39.0%	36.6%	41.0%	3.4 pp
Brooklyn Ascend	50.3%	52.8%	50.3%	53.8%	3.5 pp

Benchmark percent correct increased by 3.5 percentage points on average during the 2021-22 school year. Grade 4 showed the largest increase, with an increase of 19.4 percentage points from the first to last benchmark assessment.

ADDITIONAL CONTEXT AND EVIDENCE

The internal benchmark assessments have a long history of validity. Performance on benchmarks has so closely predicted performance on state exams that Ascend has routinely used benchmark results to establish state test performance projections at the student, school, and network levels. Comparing projections to actual performance since the projection system was first implemented in SY14, the projections have an average absolute error rate of about 1.8 percentage points, providing high confidence in the validity of benchmark performance as a predictor of state test performance.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Though Brooklyn Ascend did not meet its absolute math measure in SY22, it met the comparative and growth measures. These results indicate Ascend's proactive adaptations to address student need in SY22 have supported student learning. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in overall academic performance.

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.	
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.	
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.	N/A
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

ACTION PLAN

In SY23, Ascend's unified organizational goal is to improve academic achievement for all of our students. Our vision is to see achievement exceed pre-pandemic levels, with gaps closing between our general education students and students in special populations, namely those receiving special education services and our English language learners. To support all students toward increased achievement, we plan a multi-prong strategy focused on instructional management by leaders, intellectual preparation by teachers, people management and accountability, strong hiring, effectively leveraging time on task, and family-school partnerships. To strengthen instructional management across the network, Ascend offered a robust leader institute training series in summer 2022, and will offer ongoing professional development throughout school year 2022-23. Our parallel summer teacher institute furthers the intellectual preparation of Ascend teachers, as will our implementation of outside curricula in select grades and subjects.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 5.1% of students exceeding Regents expectations in math. 11 of the 90 students in the cohort were exempted from taking a Math regents, with no valid score. Of the 79 who took such an exam, four students achieved at least a level 4.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	50	3	11	23.4%
2017	2020-21	77	2	4	5.3%
2018	2021-22	90	11	4	5.1%

ADDITIONAL EVIDENCE

The Covid pandemic and the remote learning environment negatively affected performance for many students, but especially those who were already struggling academically. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will surpass pre-pandemic levels, including for students with additional academic need.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	105	16.2%	100	0%	90	0%
2019	123	0%	111	0%	84	0%
2020			130	0%	100	0%
2021					82	0%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Brooklyn Ascend met this measure, with 91.1% of students achieving at least a Level 3.

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)
2016	2019-20	50	3	47	100%
2017	2020-21	77	2	14	18.7%
2018	2021-22	90	11	72	91.1%

ADDITIONAL EVIDENCE

We can see that of the 2019 cohort, 39% have already achieved this milestone, putting the class in a position to achieve this measure next year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	57.7%	100	0%	90	0%
2019	123	0%	111	7.1%	84	7%
2020			130	25%	100	14%
2021					82	4%

Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure; none of the students who were not proficient in 8th grade scored at least a level 4.

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)
2016	2019-20	37	3	3	8.8%
2017	2020-21	56	2	0	0%
2018	2021-22	28	10	0	0%

ADDITIONAL EVIDENCE

The Covid pandemic and the remote learning environment negatively affected performance for many students, but especially those who were already struggling academically. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will surpass pre-pandemic levels, including for students with additional academic need.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Ascend met this measure, with 83.3% of students who were not proficient in 8th grade achieving at least a level 3.

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 ¹⁰

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)
2016	2019-20	37	3	34	100%
2017	2020-21	56	2	4	7.4%
2018	2021-22	28	10	15	83.3%

ADDITIONAL CONTEXT AND EVIDENCE

In the 2016 cohort, which graduated in 2020, 100% of students scored at least a level 3 on a math Regents. This performance history shows the strength of the Ascend high school model to support students to high Regents achievement. While the effects of the pandemic have marred Regents performance, we are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will bounce back to pre-pandemic levels.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Brooklyn Ascend met the two measures related to students scoring at least a level 3 on a math Regents, but did not meet the measures related to students scoring at least a level 4. These results indicate Ascend’s proactive adaptations to address student need in SY22 have supported student learning and helped students continue to meet Regents expectations.

¹⁰ Based on the highest score for each student on the mathematics Regents exam

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Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. This strategy will support more students towards exceeding Regents expectations.

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.	
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.	
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.	0%
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.	83.3%

ACTION PLAN

As described above in relation to K-8 instruction, in SY 2022-23 Ascend is implementing a multi-prong strategy to increase academic achievement for all of our students. In line with this network-wide strategy, Brooklyn Ascend High School teachers engaged in expanded summer professional development to align on expectations for efficient and effective lesson planning, highlighting lesson strategies to promote engagement by all students. With additional training on practices such as strategic monitoring, BAHS teachers worked as a professional community to cultivate strategies to improve achievement and engagement for all students.

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

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

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

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

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

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

Beginning in the 2022-23 school year, Ascend will pilot a new middle school science component, OpenSciEd, in grades 6 and 7. Open SciEd's mission aligns with our goals for the science program at Ascend: to get kids excited and curious about the world around them and confident in their ability to figure it out through questioning, investigating, and solving problems. OpenSci Ed accomplishes this by providing teachers high-quality, field-tested, standards-driven materials and support to create equitable learning opportunities for all students.

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

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leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students.

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

In SY22, all Ascend schools returned to full in-person instruction. We plan to operate fully in-person in SY23 and succeeding years.

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Brooklyn Ascend met this measure with a proficiency rate of 78.7%.

Charter School Performance on 2021-22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	78.7%	122
8	-	0
All	78.7%	122

ADDITIONAL EVIDENCE

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

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Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	-	-	-
8	2018-19	Living Environment	92.1%	63
8	2021-22	Living Environment	48.4%	95

Comparing Brooklyn Ascend’s science proficiency to the spring 2019 exams, we can see that achievement has rebounded nearly to its pre-pandemic levels. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, performance will surpass pre-pandemic levels.

Brooklyn Ascend Middle School students also took Ascend’s internal science benchmark assessments, which were administered at three points during the school year.

Average percent correct, Ascend internal benchmark assessments, school year 2021-22

<i>Grade</i>	BM 1	BM 2	BM 3	BM3 – BM1
5	77.8%	79.1%	85.5%	7.7 pp
6	75.2%	81.7%	79.7%	4.5 pp
7	81.4%	89.0%	85.2%	3.8 pp
8	64.1%	65.7%	72.4%	8.3 pp
Brooklyn Ascend	74.6%	78.9%	80.7%	6.1 pp

Students in all four grades showed growth during the year, with 8th graders and 5th graders demonstrating the most progress.

Goal 5: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Brooklyn Ascend met its overall science goal in SY22. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on these successes by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in academic performance.

ACTION PLAN

In SY23, Ascend’s unified organizational goal is to improve academic achievement for all of our students. Our vision is to see achievement exceed pre-pandemic levels, with gaps closing

between our general education students and students in special populations, namely those receiving special education services and our English language learners. To support all students toward increased achievement, we plan a multi-prong strategy focused on instructional management by leaders, intellectual preparation by teachers, people management and accountability, strong hiring, effectively leveraging time on task, and family-school partnerships. To strengthen instructional management across the network, Ascend offered a robust leader institute training series in summer 2022, and will offer ongoing professional development throughout school year 2022-23. Our parallel summer teacher institute furthers the intellectual preparation of Ascend teachers, as will our implementation of outside curricula in select grades and subjects.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Brooklyn Ascend did not meet this measure, with 33.9% of students in the cohort passing a science Regents exam with at least a 65.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹¹

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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¹¹ Based on the highest score for each student on any science Regents exam

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		(a)	(b)		
2016	2019-20	50	5	43	95.6%
2017	2020-21	77	71	4	66.7%
2018	2021-22	90	87	1	33.3%

ADDITIONAL EVIDENCE

Prior to the pandemic, in the 2018-19 school year, Brooklyn Ascend exceeded this measure, with 95.6% of such students in the fourth-year cohort passing a science Regents with at least a 65. Even in school year 2020-21, the school nearly met this measure, with 66.7% achieving this milestone. This performance history shows the strength of the Ascend high school model to support students to high Regents achievement. The effects of the pandemic have particularly marred Regents performance. We are confident that with our plans to increase academic achievement for every student and additional time to recover from the effects of the pandemic, Regents performance will bounce back to pre-pandemic levels.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	n/a	100	12.5%	90	33%
2019	123	n/a	111	42.9%	84	55%
2020			130	25%	100	7%
2021					82	45%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

Overall, the average science course grade for Brooklyn Ascend High School students was 74.8%. 12th grade students have the highest average grade, at 77.2%; however, 9th grade students had the second-highest at 75.6%, indicating that the first-year cohort at BAHS will continue to demonstrate good science performance.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Brooklyn Ascend High School did not meet the absolute measure of this goal. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on its strong history of driving achievement by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in overall academic performance.

ACTION PLAN

As described above in relation to K-8 instruction, in SY 2022-23 Ascend is implementing a multi-prong strategy to increase academic achievement for all of our students. In line with this network-wide strategy, Brooklyn Ascend High School teachers engaged in expanded summer professional development to align on expectations for efficient and effective lesson planning, highlighting lesson strategies to promote engagement by all students. With additional training on practices such as strategic monitoring, BAHS teachers worked as a professional community to cultivate strategies to improve achievement and engagement for all students.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Brooklyn Ascend High School did not offer the US history regents during the 2021-22 school year. Of the 90 students in the cohort, 51 students in the cohort were exempted from the US History Regents with no valid score. The result of this measure is similar to last year’s result, as the Covid pandemic heavily impacted Regents performance.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	50	5	34	75.5%
2017	2020-21	77	75	0	0%
2018	2021-22	90	51	0	0%

EVALUATION

Brooklyn Ascend High School did not meet this measure, with no students passing the US History Regents. This outcome was partly due to the fact that Brooklyn Ascend High School did not offer the US History Regents in the 2021-22 school year.

ADDITIONAL EVIDENCE

Because the US History Regents was not offered in school years 2019-20 or 2020-21 and Brooklyn Ascend did not offer it in 2021-22, students in cohorts after the 2018 cohort have not had an opportunity to sit for this exam.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	n/a	100	n/a	90	0%
2019	123	n/a	111	n/a	84	0%
2020			130	n/a	100	0%
2021					82	0%

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 6: Absolute Measure

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

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Of the 90 students in the cohort, 80 students in the cohort were exempted from the Global History Regents with no valid score. Of the 10 students who took the exam, one passed with at least a 65, for a passing rate of 10%. The result of this measure is lower than last year’s result, as the Covid pandemic heavily impacted Regents performance.

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)
2016	2019-20	50	5	36	80%
2017	2020-21	77	1	46	60.5%
2018	2021-22	90	80	1	10%

EVALUATION

Brooklyn Ascend High School did not meet this measure, with 10% students passing the Global History Regents.

ADDITIONAL EVIDENCE

During the 2021-22 school year, the first year in which the Global History Regents was available, 57% of the 2020 cohort passed the exam. This suggests that this cohort will demonstrate a high passing rate and will meet the measure by their graduation.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	105	n/a	100	n/a	90	1%
2019	123	n/a	111	n/a	84	4%
2020			130	n/a	100	57%
2021					82	12%

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

Overall, the average social studies course grade for Brooklyn Ascend High School students was 75%. 11th and 9th grade students both had average grades higher than the overall, at 78.0% and 76.2%, respectively. This indicates that newer cohorts at BAHS will continue to demonstrate good science performance.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

Brooklyn Ascend did not meet either of these social studies measures. Looking forward to SY23, Ascend will implement a network-wide strategy that will build on its strong history of driving achievement by strengthening instruction across six focus areas. These focus areas were chosen to drive improvement in overall academic performance.

ACTION PLAN

As described above in relation to K-8 instruction, in SY 2022-23 Ascend is implementing a multi-prong strategy to increase academic achievement for all of our students. In line with this network-wide strategy, Brooklyn Ascend High School teachers engaged in expanded summer professional development to align on expectations for efficient and effective lesson planning, highlighting lesson strategies to promote engagement by all students. With additional training on practices such as strategic monitoring, BAHS teachers worked as a professional community to cultivate strategies to improve achievement and engagement for all students.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

In 2018-19, Brooklyn Ascend earned the ESSA status of “Good Standing.” It has thereafter maintained this status, receiving the “Good Standing” status in 2019-20 through 2021-22.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing