

Achievement First Brooklyn K-12 Charters

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Rachel Furniss & Meaghan Ross

| Charter | School Address | School Phone Number |
|---------------|---|---------------------|
| Aspire | 982 Hegeman Ave. Brooklyn, NY 11208 | 347-471-2055 |
| Brownsville | 2021 Bergen Street Brooklyn, NY 11233 | 347-471-2600 |
| Crown Heights | 1485 Pacific Street Brooklyn, NY 11216 | 347-471-2600 |
| East New York | 557 Pennsylvania Avenue Brooklyn, NY 11207 | 347-471-2580 |



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Rachel Furniss & Meaghan Ross 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) |
| Romy Coquillet | Chair | Executive, Academic, Facilities |
| Theresa Hayes | Trustee | N/A |
| Desiree Dalton | Trustee | Academic |
| Andrew Hubbard | Secretary | Executive, Facilities |
| Jonathan Atkeson | Treasurer | Executive, Academic, Facilities |
| Warren Young | Trustee | Finance |
| Rhonda Barros | Trustee | N/A |
| Kevin Miqueon | Trustee | Facilities |
| Judith Jenkins | Trustee | N/A |
| Josh Vidro | Trustee | Facilities |
| William Robalino | Trustee | Finance |
| Akeem Frett | Trustee | Finance |
| Alison Richardson | Vice Chair | Executive, Academic |
| Christopher J. Lynch | Trustee | Executive, Finance |
| Anup Menon | Trustee | Executive |

School Leaders

| Charter | Principal |
|----------------------|---|
| Aspire | Jordan Hardy has served as the elementary school principal since 2020 Hope Fox has served as the middle school principal since 2022 Nana Effah has served as the high school principal since 2021 |
| Brownsville | Ana Samper has served as the elementary school principal since 2021 Allison Laird has served as the middle school principal since 2019 Martin Palamore has served as the high school principal since 2020 |
| Crown Heights | Sade Johnson has served as the elementary school principal since 2020 Victoria Pierre has served as the middle school principal since 2020 Damen Scott has served as the high school principal since 2022 |
| East New York | Meryl Senter has served as the elementary school principal since 2020 Max Milliken has served as the middle school principal since 2017. Jason Coalter has served as the high school principal since 2020 |

SCHOOL OVERVIEW

The mission of Achievement First schools is to provide all our students with the academic and life skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that they are making yearly progress towards academic goals.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005, followed by Endeavor (2006), Bushwick (2006), Brownsville (2008), Apollo (2010), North Brooklyn Prep (2014), Linden (2014), and Voyager (2016).

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

AF Brooklyn Charter Schools remained committed to the strong curriculum developed by AF's Teaching and Learning Team and exploring ways to deliver it across multiple modes of instruction required by the COVID-19 school closures. AF Brooklyn implemented a fluid program to transition seamlessly among remote, partial, and full in-person instruction as required by community and school health conditions.

While our program was developed and could easily transition between modes of instruction, changing the modes of instruction frequently did have a toll on student learning, culture and teacher experience and ability to drive learning. There were many shifts in COVID guidance from the state that our schools had to respond to as well as frequent changes from the modes of learning due to those precautions (certain grades remote, others in person, quarantines). These conditions led to schools experiencing frequent shifts that made it hard for students and teachers to drive learning to their full potential.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

| | School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Aspire | 2017-18 | 92 | 94 | 90 | 92 | 91 | 100 | | | | | | | | 559 |
| | 2018-19 | 89 | 91 | 96 | 85 | 88 | 104 | 85 | | | | | | | 638 |
| | 2019-20 | 85 | 96 | 92 | 98 | 95 | 109 | 108 | 96 | | | | | | 779 |
| | 2020-21 | 68 | 91 | 97 | 93 | 94 | 105 | 115 | 112 | 90 | | | | | 865 |
| | 2021-22 | 55 | 68 | 91 | 95 | 90 | 99 | 99 | 112 | 118 | 99 | | | | 926 |
| Brownsville | 2017-18 | 98 | 99 | 95 | 93 | 92 | 97 | 94 | 89 | 88 | 90 | 100 | | | 1035 |
| | 2018-19 | 75 | 91 | 95 | 95 | 90 | 92 | 95 | 96 | 81 | 113 | 90 | 84 | | 1097 |
| | 2019-20 | 72 | 69 | 89 | 96 | 92 | 101 | 93 | 97 | 89 | 118 | 112 | 69 | 77 | 1174 |
| | 2020-21 | 76 | 77 | 72 | 94 | 92 | 87 | 95 | 93 | 95 | 129 | 119 | 112 | 66 | 1207 |
| | 2021-22 | 49 | 83 | 71 | 73 | 94 | 92 | 88 | 86 | 94 | 115 | 115 | 108 | 103 | 1171 |
| Crown Heights | 2017-18 | 97 | 101 | 99 | 94 | 92 | 95 | 96 | 92 | 80 | 60 | 46 | 56 | 42 | 1050 |
| | 2018-19 | 100 | 96 | 100 | 93 | 96 | 92 | 92 | 94 | 97 | 122 | 110 | 103 | 92 | 1287 |
| | 2019-20 | 76 | 101 | 90 | 99 | 95 | 91 | 81 | 88 | 94 | 121 | 112 | 99 | 93 | 1240 |
| | 2020-21 | 64 | 90 | 108 | 92 | 106 | 96 | 94 | 81 | 80 | 168 | 118 | 105 | 97 | 1299 |
| | 2021-22 | 81 | 80 | 88 | 98 | 90 | 110 | 97 | 96 | 83 | 169 | 154 | 104 | 102 | 1352 |
| East New York | 2017-18 | 87 | 89 | 102 | 94 | 90 | 60 | 64 | 60 | 60 | 40 | 42 | 36 | 27 | 851 |
| | 2018-19 | 96 | 89 | 99 | 99 | 94 | 63 | 61 | 58 | 57 | 117 | 103 | 82 | 80 | 1098 |
| | 2019-20 | 104 | 93 | 102 | 99 | 93 | 62 | 61 | 66 | 60 | 124 | 114 | 98 | 69 | 1145 |
| | 2020-21 | 93 | 104 | 99 | 107 | 102 | 65 | 66 | 64 | 61 | 142 | 112 | 107 | 93 | 1215 |
| | 2021-22 | 78 | 87 | 98 | 91 | 98 | 66 | 62 | 62 | 61 | 112 | 131 | 109 | 104 | 1159 |

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

| | Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 th |
|---------------|--------------------|---|--------------------|--|---------------------------------------|---|
| Aspire | 2019-20 | 2016-17 | 2016 | N/A | N/A | N/A |
| | 2020-21 | 2017-18 | 2017 | N/A | N/A | N/A |
| | 2021-22 | 2018-19 | 2018 | N/A | N/A | N/A |
| Brownsville | 2019-20 | 2016-17 | 2016 | 83 | 1 | 82 |
| | 2020-21 | 2017-18 | 2017 | 68 | 1 | 67 |
| | 2021-22 | 2018-19 | 2018 | 95 | 2 | 93 |
| Crown Heights | 2019-20 | 2016-17 | 2016 | 97 | 3 | 94 |
| | 2020-21 | 2017-18 | 2017 | 103 | 0 | 103 |
| | 2021-22 | 2018-19 | 2018 | 95 | 0 | 95 |
| East New York | 2019-20 | 2016-17 | 2016 | 71 | 3 | 68 |
| | 2020-21 | 2017-18 | 2017 | 91 | 2 | 89 |
| | 2021-22 | 2018-19 | 2018 | 100 | 0 | 100 |

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 homeschooling 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) |
|--------|--------------------|---|--------------------|---|--|-----------------------------------|
| Aspire | 2019-20 | 2016-17 | 2016 | N/A | N/A | N/A |
| | 2020-21 | 2017-18 | 2017 | N/A | N/A | N/A |
| | 2021-22 | 2018-19 | 2018 | N/A | N/A | N/A |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | |
|---------------|---------|---------|------|-----|---|-----|
| Brownsville | 2019-20 | 2016-17 | 2016 | 76 | 5 | 81 |
| | 2020-21 | 2017-18 | 2017 | 64 | 1 | 65 |
| | 2021-22 | 2018-19 | 2018 | 87 | 0 | 87 |
| Crown Heights | 2019-20 | 2016-17 | 2016 | 94 | 0 | 94 |
| | 2020-21 | 2017-18 | 2017 | 101 | 2 | 103 |
| | 2021-22 | 2018-19 | 2018 | 95 | 1 | 96 |
| East New York | 2019-20 | 2016-17 | 2016 | 68 | 3 | 71 |
| | 2020-21 | 2017-18 | 2017 | 89 | 0 | 89 |
| | 2021-22 | 2018-19 | 2018 | 99 | 0 | 99 |

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) |
|---------------|-------------------|---|--------------------|--|--|-----------------------------------|
| Aspire | 2019-20 | 2016-17 | 2016 | N/A | N/A | N/A |
| | 2020-21 | 2017-18 | 2017 | N/A | N/A | N/A |
| | 2021-22 | 2018-19 | 2018 | N/A | N/A | N/A |
| Brownsville | 2019-20 | 2016-17 | 2016 | 76 | 5 | 81 |
| | 2020-21 | 2017-18 | 2017 | 64 | 1 | 65 |
| | 2021-22 | 2018-19 | 2018 | 87 | 0 | 87 |
| Crown Heights | 2019-20 | 2016-17 | 2016 | 93 | 1 | 94 |
| | 2020-21 | 2017-18 | 2017 | 101 | 2 | 103 |
| | 2021-22 | 2018-19 | 2018 | 95 | 1 | 96 |
| East New York | 2019-20 | 2016-17 | 2016 | 68 | 3 | 71 |
| | 2020-21 | 2017-18 | 2017 | 89 | 0 | 89 |
| | 2021-22 | 2018-19 | 2018 | 99 | 0 | 99 |

PROMOTION POLICY

AF has taken on an initiative starting in 2020, to work towards a revised promotion policy grounded in research, data, and input from students, alumni, families, leaders at the school and network levels, as well as external peers. In doing this research we looked at the impact of retention on student performance and did not find (which matches national research) that retaining students was improving their performance in the following years. Based on all of our research and analysis our overarching policy at the time is to retain as few students as possible. Given that and the continued challenges of the 2021-22 school year we set a policy to not retain students in the 21-22 school year.

In doing this we also acknowledged that there may be a small number of exceptional cases (~0-5 students per full grown school) where families may request a retention (e.g. an underage kindergartener). If the family of a student who is not overage or has not previously been retained

makes such a request, a meeting with a school leader will be scheduled to discuss whether the student will be retained.

GOAL 1: HIGH SCHOOL GRADUATION

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Our students will graduate high school prepared to succeed personally and academically at their college of choice.

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

All Achievement First NY Charters met this measure for the 2021-2022 school year. Over 75% of students in first and second year cohorts earned the number of credits required 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 |
|---------------|--------------------|---------------------------------|------------------|
| Aspire | 2020 | N/A | N/A |
| | 2021 | 82 | 97.6% |
| Brownsville | 2020 | 106 | 84.0% |
| | 2021 | 83 | 89.2% |
| Crown Heights | 2020 | 136 | 94.9% |
| | 2021 | 125 | 95.2% |
| East New York | 2020 | 113 | 93.8% |
| | 2021 | 105 | 92.4% |

ADDITIONAL EVIDENCE

Each of the AF Brooklyn high schools have historically met this measure.

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

All of the Achievement First NY Charters had 75% students in their second year of high school scored in the proficient or above range on at least three different New York State Regents Exams for the 2018 & 2019 Cohorts.

The 2020 Cohort for each Achievement First NY Charter did not meet the goal but East New York and Crown Heights were within 10 points of the goal.

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) |
|---------------|--------------------|-------------|------------------|---|
| Aspire | 2018 | 2019-20 | N/A | N/A |
| | 2019 | 2020-21 | N/A | N/A |
| | 2020 | 2021-22 | N/A | N/A |
| Brownsville | 2018 | 2019-20 | 95 | 84.2% |
| | 2019 | 2020-21 | 97 | 93.8% |
| | 2020 | 2021-22 | 106 | 63.2% |
| Crown Heights | 2018 | 2019-20 | 96 | 96.9% |
| | 2019 | 2020-21 | 101 | 86.1% |
| | 2020 | 2021-22 | 136 | 68.4% |
| East New York | 2018 | 2019-20 | 100 | 95% |
| | 2019 | 2020-21 | 108 | 92.6% |
| | 2020 | 2021-22 | 113 | 70% |

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved this measure. We are focused on addressing the decrease in this indicator during the past two years largely due to the impact of COVID-19 and remote instruction. We are continuing to implement our COVID response plan in high school that is

focused on improving student success in credit accumulation which in turn should improve Regents pass rates by improving our ability to respond to formative data and make differentiated instructional choices based on formative data.

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

As a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have comfortably passed the 5-year graduation rate of 95% across all charters.

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 |
|---------------|--------------------|-------------|------------------|----------------------|--------------------|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 83 | 72 | 86.7% |
| | 2017 | 2020-21 | 68 | 57 | 83.8% |
| | 2018 | 2021-22 | 95 | 87 | 91.6% |
| Crown Heights | 2016 | 2019-20 | 94 | 92 | 97.9% |
| | 2017 | 2020-21 | 103 | 94 | 91.3% |
| | 2018 | 2021-22 | 96 | 95 | 99% |
| East New York | 2016 | 2019-20 | 71 | 62 | 87.3% |
| | 2017 | 2020-21 | 89 | 86 | 96.6% |
| | 2018 | 2021-22 | 100 | 99 | 99% |

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 |
|---------------|--------------------|-------------|------------------|----------------------|--------------------|
| Aspire | 2015 | 2019-20 | N/A | N/A | N/A |
| | 2016 | 2020-21 | N/A | N/A | N/A |
| | 2017 | 2021-22 | N/A | N/A | N/A |
| Brownsville | 2015 | 2019-20 | N/A | N/A | N/A |
| | 2016 | 2020-21 | 83 | 80 | 96.4% |
| | 2017 | 2021-22 | 68 | 65 | 95.6% |
| Crown Heights | 2015 | 2019-20 | 88 | 86 | 97.7% |
| | 2016 | 2020-21 | 94 | 93 | 98.9% |
| | 2017 | 2021-22 | 103 | 101 | 98% |
| East New York | 2015 | 2019-20 | 77 | 76 | 98.7% |
| | 2016 | 2020-21 | 71 | 68 | 95.8% |
| | 2017 | 2021-22 | 89 | 89 | 100% |

ADDITIONAL EVIDENCE

AF Brooklyn high schools have historically achieved the 4th and 5th year graduation rate measure.

Goal 1: Comparative Measure

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

METHOD

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

Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school.

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 |
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A | N/A |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | | |
|---------------|------|---------|-----|-----|-------|-------|-----|
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 83 | 72 | 86.7% | 503 | 52% |
| | 2017 | 2020-21 | 68 | 57 | 83.8% | 445 | 53% |
| | 2018 | 2021-22 | 95 | 87 | 91.6% | N/A | N/A |
| Crown Heights | 2016 | 2019-20 | 94 | 92 | 97.9% | 1,928 | 74% |
| | 2017 | 2020-21 | 103 | 94 | 91.3% | 1,940 | 78% |
| | 2018 | 2021-22 | 96 | 95 | 99% | N/A | N/A |
| East New York | 2016 | 2019-20 | 71 | 62 | 87.3% | 1,298 | 79% |
| | 2017 | 2020-21 | 89 | 86 | 96.6% | 1,311 | 82% |
| | 2018 | 2021-22 | 100 | 99 | 99% | N/A | N/A |

ADDITIONAL EVIDENCE

AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers.

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 below.

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 canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

AF Brooklyn high schools do not have an alternative pathway for graduation, so the following tables are not applicable.

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 |
|------|---|--|--------------------------------------|
| | | | |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | |
|---------------------------|-----------------------|------------------|----------------------|
| [Write name of exam here] | | | |
| [Write name of exam here] | | | |
| [Write name of exam here] | | | |
| Overall | [Total number tested] | [Number passing] | [Percentage passing] |

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort | Percent Passing a Pathway Exam |
|--------------------|-------------|------------------|--------------------------------|
| 2016 | 2019-20 | | |
| 2017 | 2020-21 | | |
| 2018 | 2021-22 | | |

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Brooklyn high schools met 4/5 of the applicable measures of the high school graduation goal.

| 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. | NEARLY MET (7/9 Cohorts) |
| 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. | 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. | MET |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | N/A |

ACTION PLAN

We are continuing to focus on improving how we differentiate instruction as a key lever to improve student success in courses which should in turn lead to stronger credit accumulation. Our strategy for differentiation is:

Teachers adapt curriculum materials based on formative data to ensure students master prioritized standards or content.

In order for teachers to adapt curriculum materials based on formative data **to ensure students master prioritized standards and content**, we will...

- Prioritize standards + content: we need to work across academies to prioritize essential standards and content (depth over breadth) and identify which units to prioritize.
- Invest in how to use formative data (through training, instructional coaching, and school support): Teachers and co-teachers need to use formative data (pre-assessments, exit tickets, observational data, quizzes) to ensure students master prioritized standards/content (unit outcomes). This means training on how to use data during planning (e.g. unit and daily level) and means shifting more decision making to teachers (in collaboration and with support from coaches).
 - Depending on the grade and subject, this means that 75-80% of instructional design will come from curriculum materials (60-70% in HS where there already was more flex this year due to density of HS course content). We will continue to leverage and iterate on existing curriculum materials and TTL/GF will define the prioritized standards and content, so that students can learn essential content at a deeper level (depth over breadth). Previously, 95%+ of classroom instructional time came from DLRs (in grades/subjects with lesson resources).
 - This includes making time and space for teachers to plan using data. Looking at and analyzing student data - and then planning and using that data - takes time. We must ensure teachers have the time in the schedule to look at data and plan. (Many teachers are already doing this in response to conditions created by COVID and are facing real challenges, e.g. planning time.)
- Invest in the Mindset that “It is my responsibility to ensure all students in my classroom learn” (through training and coaching): At its core, differentiation is good teaching. Though it takes time to learn the skill of how to differentiate well, there are core starting mindsets that undergird all differentiation, such as, “It is my responsibility to teach all students in my classroom.” This mindset reflection is integrated within the current LRE mindset reflection AND we need to intentionally make this connection.
- Focus on Literacy: Training teachers to use STAR reading data to inform literacy approaches and shifts to Tier 1 instruction to improve reading skills and increase access to content for all students.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Our students will receive an education that prepares them to graduate high school and to succeed personally and academically at their college of choice.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America’s children. One of our most important goals over the next several years is to ensure that our schools deliver on this promise to our scholars, by having a strong plan to respond to challenges caused by COVID and continue to bolster and improve our educational model so that all of our students are prepared to succeed in life post K-12.

In partnership with the Achievement First network, AF Brooklyn provides its high school scholars with a great level of support to attend and graduate from the nation’s top colleges. Key to this strategy is a dedicated team – Team College & Career

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever in order to achieve 100% matriculation to a post-secondary pathway. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

- Tracking data on high school scholars and alumni as they apply to, attend, and graduate from college
- Alumni programming and college partnerships
- College initiatives in our high schools including summer opportunities, SAT prep, and family and community engagement

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;**

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

We are providing results on the following indicators: 1) Passing an AP exam with a score of 3 or higher and 2) College & Career Readiness Benchmark on SAT as they are the most applicable to our schools.

AF Brooklyn Schools did not meet this absolute measure.

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 |
|---------------|--|---|-------------------------------|--|
| Aspire | Passing an AP exam with a score of 3 or higher | N/A | N/A | N/A |
| | College & Career Readiness Benchmark on SAT | N/A | N/A | N/A |
| | Overall | N/A | N/A | N/A |
| Brownsville | Passing an AP exam with a score of 3 or higher | 87 | 34 | 39.1% |
| | College & Career Readiness Benchmark on SAT | 87 | 17 | 19.5% |
| | Overall | 87 | 38 | 43.7% |
| Crown Heights | Passing an AP exam with a score of 3 or higher | 95 | 55 | 57.9% |
| | College & Career Readiness Benchmark on SAT | 95 | 11 | 11.6% |
| | Overall | 95 | 56 | 58.9% |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | |
|---------------|--|-----------|-----------|--------------|
| East New York | Passing an AP exam with a score of 3 or higher | 99 | 70 | 70.7% |
| | College & Career Readiness Benchmark on SAT | 99 | 45 | 45.4% |
| | Overall | 99 | 73 | 73.7% |

ADDITIONAL EVIDENCE

Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. While we were able to see gains in AP achievement prior to the pandemic by focusing heavily there, those gains were constrained by missing academic foundations. We will continue to both provide access to AP Classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

Also, during the 2021-22 school year, instruction was frequently interrupted by the need for a class or a grade level to go remote, however this was not true for many students across the country enrolled in AP courses. The remote instruction model generally meant we were able to cover less of the College Board scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on the numbers of our students who passed an AP exam.

Finally, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we have deemphasized the SAT beginning with the 2020-21 school year. This de-emphasis has continued.

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 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

Initial matriculation data from National Student Clearinghouse in the Fall term immediately after HS graduation. All of our cohorts met this measure- many far exceeded it (8 or 9 cohorts had at least 85% matriculation).

| 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 |
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 85 | 75 | 88.2% |
| | 2017 | 2020-21 | 68 | 53 | 77.9% |
| | 2018 | 2021-22 | 95 | 84 | 88.4% |
| Crown Heights | 2016 | 2019-20 | 94 | 88 | 93.6% |
| | 2017 | 2020-21 | 103 | 89 | 86.4% |
| | 2018 | 2021-22 | 96 | 90 | 93.8% |
| East New York | 2016 | 2019-20 | 72 | 66 | 91.7% |
| | 2017 | 2020-21 | 89 | 78 | 87.6% |
| | 2018 | 2021-22 | 100 | 98 | 98% |

ADDITIONAL CONTEXT AND EVIDENCE

AF Brooklyn high schools have historically met this measure

SUMMARY OF THE COLLEGE PREPARATION GOAL

AF Brooklyn High Schools met one of the two applicable measures. East New York was close (73% overall on measure 1) to meeting both of the measures and 8 of our 9 schools well exceeded the 75% for measure 2.

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

ACTION PLAN

When thinking about college admissions, we believe GPA and SAT drive 75%+ of the decision making by colleges (i.e. how they evaluate the strength of an applicant). Course of study (APs), essays, extracurriculars, demonstrated interest, and recommendations make up the rest. As a college's selectivity increases, so too does the importance of the non-SAT/GPA factors. GPA is a significant factor indicator of college readiness. Given the challenges of the pandemic on student learning and grades, we have chosen to focus for SY 21-22 on improving student pass rates as a way of improving credit accumulation and GPA. This will in turn better prepare students for college and set up students for college admission and matriculation into a more selective college with higher graduation rates. The differentiation strategy described in the Action Plan for Goal 1 goes into more depth into how we are doing this. The differentiation strategy is also in-service of ensuring students are building proficiency in grade level standards and in improving student achievement on the Regents exams. Over time, this will result in increases in college readiness.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The opportunity gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students can speak and write in a manner that is insightful, persuasive, and critical.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on achievement.

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

None of our AF Brooklyn High Schools met this measure overall however 4 of the 9 cohorts were within 15% of the target.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

However for our 2018 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²**

| | 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) |
|---------------|--------|-------------|----------------------|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 0 | 43 | 52.4% |
| | 2017 | 2020-21 | 68 | 6 | 23 | 37.1% |
| | 2018 | 2021-22 | 93 | 86 | 1 | 14.2% |
| Crown Heights | 2016 | 2019-20 | 97 | 0 | 59 | 60.8% |
| | 2017 | 2020-21 | 102 | 6 | 45 | 46.9% |
| | 2018 | 2021-22 | 95 | 93 | 1 | 50% |
| East New York | 2016 | 2019-20 | 71 | 0 | 57 | 80.3% |
| | 2017 | 2020-21 | 91 | 3 | 57 | 64.8% |
| | 2018 | 2021-22 | 100 | 97 | 1 | 33.3% |

ADDITIONAL EVIDENCE

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | 80 | 0% |
| Brownsville | 2018 | 95 | 1% | 95 | 1% | 95 | 1% |
| | 2019 | 97 | 0% | 97 | 0% | 97 | 1% |
| | 2020 | | | 106 | 0% | 106 | 29.2% |
| | 2021 | | | | | 83 | 0% |
| Crown Heights | 2018 | 96 | 1% | 96 | 1% | 96 | 1% |
| | 2019 | 101 | 1% | 101 | 2% | 101 | 2% |
| | 2020 | | | 136 | 0% | 136 | 34% |
| | 2021 | | | | | 125 | 0% |
| East New York | 2018 | 100 | 1% | 100 | 1% | 100 | 1% |
| | 2019 | 108 | 0% | 108 | 0% | 108 | 0% |

² Based on the highest score for each student on the English Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | | |
|--|------|--|--|-----|----|-----|-----|
| | 2020 | | | 113 | 0% | 113 | 28% |
| | 2021 | | | | | 105 | 0% |

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 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

None of our AF Brooklyn High Schools met this measure overall however 4 of the 9 cohorts did meet this metric and an additional 2 were within 10 points of this measure.

Again for our 2018 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally prior to COVID our 2016 cohorts all met this measure indicating strength of our program without the impact of the COVID challenges layered on.

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) |
|-------------|--------------------|-------------|----------------------|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 0 | 68 | 82.9% |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | |
|---------------|------|---------|-----|----|----|-------|
| | 2017 | 2020-21 | 68 | 6 | 43 | 69.4% |
| | 2018 | 2021-22 | 93 | 86 | 3 | 42.9% |
| Crown Heights | 2016 | 2019-20 | 97 | 0 | 89 | 91.8% |
| | 2017 | 2020-21 | 102 | 6 | 74 | 77.1% |
| | 2018 | 2021-22 | 95 | 93 | 1 | 50% |
| East New York | 2016 | 2019-20 | 71 | 0 | 65 | 91.5% |
| | 2017 | 2020-21 | 91 | 3 | 77 | 87.5% |
| | 2018 | 2021-22 | 100 | 97 | 1 | 33.3% |

ADDITIONAL EVIDENCE

N/A

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | 80 | 0% |
| Brownsville | 2018 | 95 | 1% | 95 | 15 | 95 | 3% |
| | 2019 | 97 | 0% | 97 | 0% | 97 | 2% |
| | 2020 | | | 106 | 0% | 106 | 58% |
| | 2021 | | | | | 83 | 0% |
| Crown Heights | 2018 | 96 | 1% | 96 | 1% | 96 | 1% |
| | 2019 | 101 | 2% | 101 | 2% | 101 | 3% |
| | 2020 | | | 136 | 0% | 136 | 72% |
| | 2021 | | | | | 125 | 0% |
| East New York | 2018 | 100 | 1% | 100 | 1% | 100 | 1% |
| | 2019 | 108 | 0% | 108 | 0% | 108 | 4% |
| | 2020 | | | 113 | 0% | 113 | 68% |
| | 2021 | | | | | 105 | 0% |

Note: The 0% in the table above include all students- including students who were exempted.

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

Student achievement in ELA regressed during the pandemic which has impeded our ability to accelerate student learning in high school when students entering from 8th grade are already not proficient. East New York did meet this measure for our 2016 cohort and Crown Heights was within 10 percentage points.

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) |
|-------------|--------------------|-------------|--|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 30 | 0 | 8 | 26.7% |
| | 2017 | 2020-21 | 29 | 1 | 5 | 17.8% |
| | 2018 | 2021-22 | 16 | 13 | 0 | 0% |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | |
|---------------|------|---------|----|----|-----|-------|
| Crown Heights | 2016 | 2019-20 | 43 | 0 | 17 | 39.5% |
| | 2017 | 2020-21 | 41 | 3 | 10 | 26.3% |
| | 2018 | 2021-22 | 27 | 27 | N/A | N/A |
| East New York | 2016 | 2019-20 | 11 | 0 | 7 | 63.6% |
| | 2017 | 2020-21 | 25 | 2 | 2 | 8.7% |
| | 2018 | 2021-22 | 12 | 12 | N/A | N/A |

ADDITIONAL EVIDENCE

N/A

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

None of our AF Brooklyn HS met this measure overall, however 2 of our 9 cohorts met this measure and another 3 were within 10 points. This particular data set of students is also very small (11- 43 students per cohort) and many of these students were exempted. Where the data sets are larger, and therefore more representative, the %s are higher.

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) |
|---------------|--------------------|-------------|--|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 30 | 0 | 21 | 70% |
| | 2017 | 2020-21 | 29 | 1 | 12 | 42.9% |
| | 2018 | 2021-22 | 16 | 13 | 2 | 66.7% |
| Crown Heights | 2016 | 2019-20 | 43 | 0 | 36 | 83.7% |
| | 2017 | 2020-21 | 41 | 3 | 27 | 71% |
| | 2018 | 2021-22 | 27 | 27 | N/A | N/A |
| East New York | 2016 | 2019-20 | 11 | 0 | 10 | 90.9% |
| | 2017 | 2020-21 | 25 | 2 | 15 | 65.2% |
| | 2018 | 2021-22 | 12 | 12 | N/A | N/A |

ADDITIONAL CONTEXT AND EVIDENCE

N/A- We did not have additional measures in 21-22.

| |
|--|
| <p>ELA Goal: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p> |
|--|

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AF Brooklyn High Schools partially met these measures.

| Type | Measure | Outcome |
|-------------|---|--------------------------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | NOT MET |
| 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. | NEARLY MET (4 of 9 Cohorts) |
| 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 | NOT MET |

| | | |
|--------|--|--------------------------------|
| | 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. | |
| 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. | NEARLY MET (2 of 9 Cohorts) |

ACTION PLAN

We have focused the curriculum in 9th -11th grade ELA, Literature and Writing on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. Our unit preparation process for teachers has teachers analyze data from previous units (or the previous school year) so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content. We are also leveraging the STAR reading assessment to measure student reading growth with a particular focus on those students in our guided reading intervention course. Finally, our network high school teaching and learning team is participating in the Reading Apprenticeship disciplinary literacy pilot from WestEd to better improve the alignment and integration of literacy across all courses.

We are also focused on providing strong reading intervention to students who are below triggers in all academies (with a prioritized effort in grades 5-12) and begin the work to develop a K-12 approach to developing strong, thriving readers.

There are three parts to this strategy.

- First, this means leveraging and building off existing resources (screeners, triggers, secondary assessments, defined reading interventions, training materials, and coaching materials) to ensure reading intervention **execution** is strong in ES, MS, and HS (with a focus on grades 5-12 leveraging existing bright spots). Reading intervention capacity and quality varies greatly, and the variation increases in MS and HS. (In HS for example, reading intervention scheduling is extremely difficult to operationalize.) Prioritizing this means using reading interventions that are research-based and scientifically proven to teach students to build skills to become proficient readers. This also means ensuring scheduling, staffing, training, coaching, principal and regional superintendent time, and TSS support decisions will focus on improving reading intervention quality.
- Second, this means starting the work to align our reading assessments and approach to the science of reading.
- Third, in K-8, this also means defining best practices for strong accountable reading (real time “real reading” in text) that supports a culture of “love of reading.” We know that the

#1 way that students become better readers is by reading a lot, AND we know that setting up strong independent reading takes strategic planning, staffing, and support. (It's deceptively simple.) Therefore, we will prioritize studying and capturing existing bright spots.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in several mathematical practices that have long standing importance in mathematics education.

In the mathematics program at Achievement First, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of

personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with mathematical practices fall.
 - While students engage in problem solving, they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction. All of this had an impact on achievement.

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

East New York has had very strong consistent results, meeting or almost meeting this measure for the past several years. Crown Heights and Brownsville are closer to meeting this in the 2016 cohort but have seen significant drops over the past two school years.

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) |
|---------------|--------|-------------|----------------------|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 0 | 51 | 62.2% |
| | 2017 | 2020-21 | 68 | 0 | 18 | 26.5% |
| | 2018 | 2021-22 | 93 | 8 | 40 | 47.1% |
| Crown Heights | 2016 | 2019-20 | 97 | 0 | 53 | 54.6% |
| | 2017 | 2020-21 | 102 | 1 | 31 | 30.7% |
| | 2018 | 2021-22 | 95 | 2 | 39 | 41.9% |
| East New York | 2016 | 2019-20 | 71 | 0 | 53 | 74.6% |
| | 2017 | 2020-21 | 91 | 5 | 60 | 69.8% |
| | 2018 | 2021-22 | 100 | 13 | 64 | 73.6% |

ADDITIONAL EVIDENCE

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | | |
| Brownsville | 2018 | 95 | 41% | 95 | 41% | 95 | 41% |
| | 2019 | 97 | 19% | 97 | 19% | 97 | 19% |
| | 2020 | | | 106 | 1% | 106 | 1% |
| | 2021 | | | | | 83 | 5% |
| Crown Heights | 2018 | 96 | 41% | 96 | 41% | 96 | 41% |
| | 2019 | 101 | 2% | 101 | 2% | 101 | 2% |
| | 2020 | | | 136 | 0% | 136 | 1% |
| | 2021 | | | | | 125 | 3% |
| East New York | 2018 | 100 | 64% | 100 | 64% | 100 | 64% |
| | 2019 | 108 | 7% | 108 | 7% | 108 | 7% |
| | 2020 | | | 113 | 0% | 113 | 0% |
| | 2021 | | | | | 105 | 2% |

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.

RESULTS AND EVALUATION

All three of the AF Brooklyn high schools achieved this measure by significant margins across all cohorts.

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) |
|---------------|--------------------|-------------|----------------------|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 0 | 80 | 97.6% |
| | 2017 | 2020-21 | 68 | 0 | 58 | 85.3% |
| | 2018 | 2021-22 | 93 | 8 | 79 | 92.9% |
| Crown Heights | 2016 | 2019-20 | 97 | 0 | 90 | 92.8% |
| | 2017 | 2020-21 | 102 | 1 | 83 | 82.2% |
| | 2018 | 2021-22 | 95 | 2 | 82 | 88.2% |
| East New York | 2016 | 2019-20 | 71 | 0 | 70 | 98.6% |
| | 2017 | 2020-21 | 91 | 5 | 84 | 97.7% |
| | 2018 | 2021-22 | 100 | 13 | 87 | 100% |

ADDITIONAL EVIDENCE

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | | |
| Brownsville | 2018 | 95 | 83% | 95 | 83% | 95 | 83% |
| | 2019 | 97 | 27% | 97 | 27% | 97 | 27% |
| | 2020 | | | 106 | 1% | 106 | 7% |
| | 2021 | | | | | 83 | 49% |
| Crown Heights | 2018 | 96 | 86% | 96 | 86% | 96 | 86% |
| | 2019 | 101 | 3% | 101 | 3% | 101 | 3% |
| | 2020 | | | 136 | 0% | 136 | 22% |
| | 2021 | | | | | 125 | 48% |
| East New York | 2018 | 100 | 87% | 100 | 87% | 100 | 87% |
| | 2019 | 108 | 7% | 108 | 7% | 108 | 12% |
| | 2020 | | | 113 | 0% | 113 | 5% |
| | 2021 | | | | | 105 | 40% |

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

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

None of the cohorts of any of the AF Brooklyn high schools attained this goal.

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) |
|---------------|--------------------|-------------|--|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 26 | 0 | 3 | 11.5% |
| | 2017 | 2020-21 | 27 | 0 | 2 | 7.4% |
| | 2018 | 2021-22 | 14 | 0 | 1 | 7.1% |
| Crown Heights | 2016 | 2019-20 | 28 | 0 | 4 | 14.3% |
| | 2017 | 2020-21 | 35 | 0 | 0 | 0% |
| | 2018 | 2021-22 | 24 | 0 | 3 | 12.5% |
| East New York | 2016 | 2019-20 | 11 | 0 | 2 | 18.2% |
| | 2017 | 2020-21 | 17 | 0 | 5 | 29.4% |
| | 2018 | 2021-22 | 7 | 6 | 0 | 0% |

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

7 of the 9 cohorts either met or came extremely close to meeting this measure (at least 70%).

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 ³

| | 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) |
|---------------|--------------------|-------------|--|---|-------------------------------------|--|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 26 | 0 | 25 | 96.2% |
| | 2017 | 2020-21 | 27 | 0 | 20 | 74.1% |
| | 2018 | 2021-22 | 14 | 0 | 8 | 57.1% |
| Crown Heights | 2016 | 2019-20 | 28 | 0 | 22 | 78.6% |
| | 2017 | 2020-21 | 35 | 0 | 21 | 60% |
| | 2018 | 2021-22 | 24 | 0 | 17 | 70.8% |
| East New York | 2016 | 2019-20 | 11 | 0 | 11 | 100% |
| | 2017 | 2020-21 | 17 | 0 | 16 | 94.1% |
| | 2018 | 2021-22 | 7 | 6 | 1 | 100% |

ADDITIONAL CONTEXT AND EVIDENCE

N/A

³ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

AF Brooklyn High Schools partially met these measures.

| Type | Measure | Outcome |
|-------------|---|---------------------------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | NEARLY MET (1 of 3 Charters) |
| 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. | MET |
| 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. | NOT MET |
| 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. | NEARLY MET (6 of 9 Cohorts) |

We have focused the curriculum in Algebra, Algebra 2, Geometry, and Pre-Calculus on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. All units of instruction in these courses have pre-assessments designed to assess the prerequisite content for a unit so that teachers can provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content.

GOAL 5: SCIENCE

Goal 5: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The tenets of the AF science program are derived from and connected to the conceptual shifts in the Next Generation Science Standards (NGSS), the principles of A Framework for K-12 Science Education (the foundational document from the National Research Council that is the foundation of the NGSS), and our internal core beliefs at Achievement First.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

COVID Context

During SY 21-22, instruction was frequently interrupted by the need for a class or a grade level to go remote due to the effects of COVID on staffing. The remote instruction model generally meant we were able to cover less of the scope and sequences. Also, in-person instruction is generally stronger than remote instruction, particularly when it comes to science inquiry instruction. All of this had an impact on achievement.

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 Living Environment, Earth Science, and Chemistry. 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

None of our AF Brooklyn High Schools met this measure overall however 2 of the 6 cohorts did meet this metric and an additional 1 was within 5 points of this measure and 3 of the cohorts are at 0% driven almost entirely by exemptions.

As in previous measures our 2018 cohorts almost all students were exempted (based on COVID waivers for passing their classes) so there are very few students actually analyzed in the chart below and the students being analyzed we would expect to not perform as well because they did not qualify for a waiver.

Additionally, prior to COVID our 2016 cohorts all met or were within 5% of this measure indicating strength of our program without the impact of the COVID challenges layered on.

| Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort ⁴ | | | | | | |
|--|--------------------|-------------|----------------------|---|---------------------------------------|---|
| | 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) |
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 4 | 65 | 83.3% |
| | 2017 | 2020-21 | 68 | 57 | 0 | 0% |
| | 2018 | 2021-22 | 93 | 87 | 3 | 50% |
| Crown Heights | 2016 | 2019-20 | 97 | 5 | 69 | 72.6% |
| | 2017 | 2020-21 | 102 | 90 | 2 | 16.7% |

⁴ Based on the highest score for each student on any science Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | |
|---------------|------|---------|-----|----|----|-------|
| | 2018 | 2021-22 | 95 | 93 | 0 | 0% |
| East New York | 2016 | 2019-20 | 71 | 2 | 60 | 87.0% |
| | 2017 | 2020-21 | 91 | 89 | 0 | 0% |
| | 2018 | 2021-22 | 100 | 98 | 1 | 50% |

ADDITIONAL EVIDENCE

N/A

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | 80 | 0% |
| Brownsville | 2018 | 95 | 1% | 95 | 1% | 95 | 3% |
| | 2019 | 97 | 0% | 97 | 0% | 97 | 65% |
| | 2020 | | | 106 | 0% | 106 | 49% |
| | 2021 | | | | | 83 | 0% |
| Crown Heights | 2018 | 96 | 0% | 96 | 0% | 96 | 0% |
| | 2019 | 101 | 0% | 101 | 0% | 101 | 67% |
| | 2020 | | | 136 | 0% | 136 | 0% |
| | 2021 | | | | | 125 | 0% |
| East New York | 2018 | 100 | 0% | 100 | 0% | 100 | 1% |
| | 2019 | 108 | 0% | 108 | 0% | 108 | 52% |
| | 2020 | | | 113 | 0% | 113 | 0% |
| | 2021 | | | | | 105 | 7% |

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

N/A- We do not have any additional measures.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is one applicable measure for High School Science and while none of our AF Brooklyn schools met this overall, 2 of our 6 cohorts met this metric. In addition another 1 was within 5 points of this measure and 3 of the cohorts are at 0% driven almost entirely by exemptions. Therefore all of our

cohorts are actually likely performing close to this measure given the exemptions are driven by students who qualified by passing their course.

ACTION PLAN

We have focused the curriculum in all of our core science courses on prioritized content aligned to the NY Science Learning Standards Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses. To monitor learning of the prioritized content we are focused on the effective use of data to inform instruction. All units of instruction in these courses are designed for teachers to provide just-in-time instruction on any foundational content within the unit to support students to be able to access the prioritized grade level content. We then use formative assessments during the unit to make instructional adjustments as students learn the prioritized content.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies
 Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

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

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) |
|---------------|--------------------|-------------|----------------------|---|---------------------------------------|---|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 0 | 54 | 68.3% |
| | 2017 | 2020-21 | 68 | 67 | 0 | 0% |
| | 2018 | 2021-22 | 93 | 91 | 0 | 0% |
| Crown Heights | 2016 | 2019-20 | 97 | 0 | 21 | 22.1% |
| | 2017 | 2020-21 | 102 | 53 | 0 | 0% |
| | 2018 | 2021-22 | 95 | 94 | 1 | 100% |
| East New York | 2016 | 2019-20 | 71 | 0 | 4 | 6.1% |
| | 2017 | 2020-21 | 91 | 89 | 0 | 0% |
| | 2018 | 2021-22 | 100 | 100 | N/A | N/A |

EVALUATION

All instruction in SY 2020-21 was remote and no students sat for a Regents exam. Exemptions were processed for fourth year students who were eligible for an exemption and who still needed to complete requirements for a Regents diploma. In 21-22 most of our students qualified for waivers and were exempt from taking Regents. In Pre-COVID years we did not meet this measure and we found that our curriculum needed shifts to better align to the expectations of the Regents exams. Those curricular shifts began during SY 19-20.

ADDITIONAL EVIDENCE

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | 80 | 0% |
| Brownsville | 2018 | 95 | 0% | 95 | 0% | 95 | 0% |
| | 2019 | 97 | 0% | 97 | 0% | 97 | 0% |
| | 2020 | | | 106 | 0% | 106 | 0% |
| | 2021 | | | | | 83 | 0% |
| Crown Heights | 2018 | 96 | 1% | 96 | 1% | 96 | 1% |
| | 2019 | 101 | 0% | 101 | 0% | 101 | 0% |
| | 2020 | | | 136 | 0% | 136 | 0% |
| | 2021 | | | | | 125 | 0% |
| East New York | 2018 | 100 | 0% | 100 | 0% | 100 | 0% |
| | 2019 | 108 | 0% | 108 | 0% | 108 | 0% |
| | 2020 | | | 113 | 0% | 113 | 0% |
| | 2021 | | | | | 105 | 0% |

Goal 6: Comparative Measure

Each year, the percentage of 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.

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

Brownsville and East New York met this measure in all eligible cohorts. Crown Heights was within 15 points of this measure in both eligible cohorts.

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) |
|---------------|--------------------|-------------|----------------------|---|---------------------------------------|---|
| Aspire | 2016 | 2019-20 | N/A | N/A | N/A | N/A |
| | 2017 | 2020-21 | N/A | N/A | N/A | N/A |
| | 2018 | 2021-22 | N/A | N/A | N/A | N/A |
| Brownsville | 2016 | 2019-20 | 82 | 0 | 57 | 69.5% |
| | 2017 | 2020-21 | 68 | 5 | 43 | 68.2% |
| | 2018 | 2021-22 | 93 | 90 | 2 | 66.7% |
| Crown Heights | 2016 | 2019-20 | 97 | 0 | 59 | 61.5% |
| | 2017 | 2020-21 | 102 | 9 | 56 | 60.2% |
| | 2018 | 2021-22 | 95 | 95 | N/A | N/A |
| East New York | 2016 | 2019-20 | 71 | 0 | 69 | 97.2% |
| | 2017 | 2020-21 | 91 | 6 | 67 | 78.8% |

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | |
|--|------|---------|-----|-----|-----|-----|
| | 2018 | 2021-22 | 100 | 100 | N/A | N/A |
|--|------|---------|-----|-----|-----|-----|

EVALUATION

ADDITIONAL EVIDENCE

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 |
| Aspire | 2018 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2019 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2020 | | | N/A | N/A | N/A | N/A |
| | 2021 | | | | | 80 | 0% |
| Brownsville | 2018 | 95 | 1% | 95 | 1% | 95 | 2% |
| | 2019 | 97 | 0% | 97 | 0% | 97 | 1% |
| | 2020 | | | 106 | 0% | 106 | 60% |
| | 2021 | | | | | 83 | 0% |
| Crown Heights | 2018 | 96 | 0% | 96 | 0% | 96 | 0% |
| | 2019 | 101 | 0% | 101 | 0% | 101 | 2% |
| | 2020 | | | 136 | 0% | 136 | 56% |
| | 2021 | | | | | 125 | 0% |
| East New York | 2018 | 100 | 0% | 100 | 0% | 100 | 0% |
| | 2019 | 108 | 0% | 108 | 0% | 108 | 4% |
| | 2020 | | | 113 | 0% | 113 | 54% |
| | 2021 | | | | | 105 | 0% |

Goal 6: Comparative Measure

Each year, the percentage 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

N/A- We do not have additional accountability measures

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

There are two applicable measures for High School social studies- *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 and 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.*

For the U.S. History measure most of our students at Brownsville and East New York were exempted, but the cohorts where the majority of students did take the exam the results were very mixed. For instance Brownsville 2016 cohort came very close (within 10 points) of meeting this measure but the other two charter 2016 cohorts were very far off.

For Global History of the 7 applicable cohorts, 2 met the measure, 3 came within 10 percentage points and the final 2 were within 15 percentage points of the measure.

ACTION PLAN

In social studies we have a three-part strategy to improve achievement:

- 1.) Curricular Shifts - We have made a number of curricular shifts since SY 19-20 to ensure alignment to the NY Regents expectations.
- 2.) Focus on Literacy - Our focus on literacy is also deeply embedded into our social studies courses to ensure students are able to access the content.
- 3.) Content Prioritization - Our scope and sequences focus on prioritized content aligned to the Common Core Regents expectations so that students are spending more time on the prioritized content that is most important for conceptual understanding and success in these courses.

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

All of the Achievement First Brooklyn Charter Schools remain in good standing for the 2021-2022 school year.

ADDITIONAL EVIDENCE

| Accountability Status by Year | | |
|-------------------------------|---------|---------------|
| | Year | Status |
| Aspire | 2019-20 | Good Standing |
| | 2020-21 | Good Standing |
| | 2021-22 | Good Standing |
| Brownsville | 2019-20 | Good Standing |
| | 2020-21 | Good Standing |
| | 2021-22 | Good Standing |
| Crown Heights | 2019-20 | Good Standing |
| | 2020-21 | Good Standing |
| | 2021-22 | Good Standing |
| East New York | 2019-20 | Good Standing |
| | 2020-21 | Good Standing |
| | 2021-22 | Good Standing |