

# Application: Brooklyn Ascend Charter School

Genevieve de Gaillande - genevieve.degaille@ascendlearning.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### **a. SCHOOL NAME**

(Select name from the drop down menu)

BROOKLYN ASCEND CHARTER SCHOOL 331800860916

**a1. Popular School Name**

Brooklyn Ascend Charter School

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

(No response)

**d. DATE OF INITIAL CHARTER**

1/2015

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2008

**h. SCHOOL WEB ADDRESS (URL)**

<http://ascendlearning.org>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

1539

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

1622

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Ascend Learning Inc.
PHYSICAL STREET ADDRESS	205 Rockaway Parkway
CITY	Brooklyn
STATE	NYMNYNYBrooklyn
ZIP CODE	11212
EMAIL ADDRESS	<a href="mailto:info@ascendlearning.org">info@ascendlearning.org</a>
CONTACT PERSON NAME	<a href="mailto:Maryann.li@ascendlearning.org">Maryann.li@ascendlearning.org</a>

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 3 sites
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### School Site 1 (Primary)

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	205 Rockaway Parkway, Brooklyn, NY11212	718-907-9150	NYC CSD 18	K-4	8-12

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader	Camille McQueen			
Compliance Contact	Sophie Kramer			
Complaint Contact	Danique Day			
DASA Coordinator	Jennifer Young			
Phone Contact for After Hours Emergencies				

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

[205 Rockaway CofO.pdf](#)

**Filename:** 205 Rockaway CofO.pdf **Size:** 32.0 kB

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**Site 1 Fire Inspection Report**

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	123 East 98th Street, Brooklyn, NY 11212	347-289-9000	NYC CSD 17	5-8	no

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Richard Tucker			
Operational Leader	Dianette Diaz			
Compliance Contact	Sophie Kramer			
Complaint Contact	Danique Day			
DASA Coordinator	Jennifer Young			
Phone Contact for After Hours Emergencies	Maryann Li			

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 2 Certificate of Occupancy (COO)**

[123 E 98th St C of O.pdf](#)

**Filename:** 123 E 98th St C of O.pdf **Size:** 35.8 kB

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**Site 2 Fire Inspection Report**

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**School Site 3**

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**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	1501 Pitkin Avenue, Brooklyn, NY 11212	347-750-1200	NYC CSD 23	8-12	8-12

**m3a. Please provide the contact information for Site 3.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Livia Angiolillo			
Operational Leader				
Compliance Contact	Sophie Kramer			
Complaint Contact	Danique Day			
DASA Coordinator	Jennifer Young			
Phone Contact for After Hours Emergencies	Maryann Li			

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 3 Certificate of Occupancy (COO)**

[Pitkin Full CofO.pdf](#)

**Filename:** Pitkin Full CofO.pdf **Size:** 39.2 kB

**Site 3 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

## ATTESTATIONS

### p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Genevieve De Gaillande
Position	Director of School Operations
Phone/Extension	917-673-2039
Email	<a href="mailto:genevieve.degaillande@ascendlearning.org">genevieve.degaillande@ascendlearning.org</a>

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

#### Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).


#### Responses Selected:

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Chloe Jones".

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Jennifer Jones".

**Date**

Jul 27 2021

**Thank you.**



## Entry 3 Accountability Plan Progress Reports

Incomplete

### Instructions

#### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4 - Audited Financial Statements

Incomplete

#### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

#### **Instructions - SUNY-Authorized Charter Schools ONLY**

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section by **November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

**3. If applicable, please provide contact information for the school's outsourced financial services firm.**

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

### **[ACS Trustees Financial Disclosure 2021](#)**

Filename: ACS Trustees Financial Disclosure 2 O8b2KNI.pdf Size: 7.5 MB

## Entry 7 BOT Membership Table

Completed Aug 2 2021

### **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of

Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Stephanie Mauterstock		Chair	Nominating, Academic, Executive	Yes	6	7/1/2020	6/30/2021	12
2	Shelly Cleary		Treasurer	Finance, Executive	Yes	5	7/1/2020	6/30/2021	12
3	Glenn Hopps		Treasurer	Finance, Executive	Yes	2	7/1/2020	6/30/2021	8
4	Oral Walcott		Parent Rep	Nominating, Hiring	Yes	6	7/1/2020	6/30/2021	12



5	Kwaku Andoh		Trustee/Member	Finance, Academic	Yes	6	7/1/2020	6/30/2021	8
6	Amanda Craft		Trustee/Member	Academic, Hiring	Yes	6	7/1/2020	6/30/2021	9
7	Nadine Sylvester		Parent Rep	Nominating, Academic	Yes	4	7/1/2020	6/30/2021	10
8	Tracy Dunbar		Trustee/Member	Academic, Hiring	Yes	1	11/20/2020	6/30/2021	5 or less
9	Emmanuel Fordjour		Trustee/Member	Academic, Hiring	Yes	1	1/14/2021	6/30/2021	5 or less

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Stanley Taylor		Trustee/Member	Nominating, Hiring	Yes	1	11/20/2020	6/30/2021	7
11	Christine Schlendorf		Secretary	Finance, Executive	Yes	6	7/1/2020	5/6/2021	5 or less
12					Yes				
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	10
b.Total Number of Members Added During 2020-2021	3
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

## 3. Number of Board meetings held during 2020-2021

13

## 4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

## Entry 9 Enrollment & Retention

Completed Aug 2 2021

### Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	"The 2020-21 school year was an unprecedented one that required us to leverage new and innovative strategies to serve our students and families. We took an adaptive and responsive approach to implement recruitment strategies to ensure that these populations make up a significant portion of our	

applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. In school year 2020-21, our strategy focused on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. Ascend school staff bring a deep understanding of the school's community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team provides infrastructure support for recruitment activities; they create marketing materials, guide systematic outreach efforts, and coordinate with school leaders to arrange events. Ascend Charter Schools maintains an engaging website where families can learn about Ascend's mission and core values and gain more information about curriculum and school culture. Ascend uses several digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to

In school year 2021-22 we will continue to implement our current recruitment strategies and remain flexible and innovative in the way in which we ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. We will continue to focus on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment and will remain so. Continuous dialogue with our families will be pivotal in providing them with the confidence and care necessary as we navigate the impact of the pandemic on our communities. School and network staff will work together closely to recruit and retain students. School staff will continue to inform our understanding of school communities, while network staff will continue providing and bolstering infrastructure support for recruitment activities.

We will continue to use digital marketing tools to keep families

Economically Disadvantaged

our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

To increase yield, the team has expanded its support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To improve outreach to and communication with families of ELL students, Ascend creates and circulates marketing materials in three languages that are dominant among non-English speakers in the communities we serve: Spanish, Haitian Creole, and Bengali. Materials produced in multiple languages include school signage, social media marketing, printed collateral, outdoor advertising, and our student application. Community outreach associates who speak Spanish and Haitian Creole are available to assist parents with the application process. Ascend also advertises in several Spanish-language publications, and Spanish-speaking staff are present at information sessions to interpret for and guide Spanish-speaking parents of prospective students. Ascend created marketing materials that share the services

informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

We will continue to provide expanded support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To maintain inclusive communication with families of ELL students, Ascend will continue translating materials into Spanish, Haitian Creole, and Bengali. Materials produced in multiple languages include school signage, social media marketing, printed collateral, outdoor advertising, and our student application. Community outreach associates who speak Spanish and Haitian Creole are available to assist parents with the application process. Ascend will continue advertising in Spanish-language publications, and Spanish-speaking staff will be present at information sessions to interpret for and guide Spanish-speaking parents of prospective students.

we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school. To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team maintains contact with local early childhood education centers, after-school programs, family medical centers, and community centers. Ascend adapted its recruiting efforts to the COVID-19 pandemic. The team held virtual information sessions for interested families and replaced door-to-door canvassing with phone calls. In the absence of in-person events, Ascend reallocated resources to follow up with applicants from the past two years who are not attending Ascend schools. These adaptations have enabled us to maintain a robust enrollment pipeline even through the difficulties of the pandemic.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving

Ascend will continue using marketing materials that share the services we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team will maintain contact with local early childhood education centers, after-school programs, family medical centers, and community centers.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

Economically disadvantaged residents constitute the highest

all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools. We expect that through the efforts outlined above, we will continue reaching and recruiting from this population. This is particularly important following the COVID-19 pandemic, which has had large negative effects on economically disadvantaged families.  
"

population concentration in the neighborhoods surrounding Ascend schools. We expect that through the efforts outlined above, we will continue reaching and recruiting from this population. This is particularly important following the COVID-19 pandemic, which has had large negative effects on economically disadvantaged families.

"The 2020-21 school year was an unprecedented one that required us to leverage new and innovative strategies to serve our students and families. We took an adaptive and responsive approach to implement recruitment strategies to ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. In school year 2020-21, our strategy focused on

"In school year 2021-22 we will continue to implement our current recruitment strategies



improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. Ascend school staff bring a deep understanding of the school's community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team provides infrastructure support for recruitment activities; they create marketing materials, guide systematic outreach efforts, and coordinate with school leaders to arrange events. Ascend Charter Schools maintains an engaging website where families can learn about Ascend's mission and core values and gain more information about curriculum and school culture. Ascend uses several digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

and remain flexible and innovative in the way in which we ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. We will continue to focus on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment and will remain so. Continuous dialogue with our families will be pivotal in providing them with the confidence and care necessary as we navigate the impact of the pandemic on our communities. School and network staff will work together closely to recruit and retain students. School staff will continue to inform our understanding of school communities, while network staff will continue providing and bolstering infrastructure support for recruitment activities.

We will continue to use digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote

## English Language Learners

To increase yield, the team has expanded its support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To improve outreach to and communication with families of ELL students, Ascend creates and circulates marketing materials in three languages that are dominant among non-English speakers in the communities we serve: Spanish, Haitian Creole, and Bengali. Materials produced in multiple languages include school signage, social media marketing, printed collateral, outdoor advertising, and our student application. Community outreach associates who speak Spanish and Haitian Creole are available to assist parents with the application process. Ascend also advertises in several Spanish-language publications, and Spanish-speaking staff are present at information sessions to interpret for and guide Spanish-speaking parents of prospective students.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team maintains contact with local early childhood education centers, after-school programs, family medical centers, and community centers. Ascend adapted its recruiting

Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

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To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team will maintain contact with local early childhood education centers, after-school programs, family medical centers, and

efforts to the COVID-19 pandemic. The team held virtual information sessions for interested families and replaced door-to-door canvassing with phone calls. In the absence of in-person events, Ascend reallocated resources to follow up with applicants from the past two years who are not attending Ascend schools. These adaptations have enabled us to maintain a robust enrollment pipeline even through the difficulties of the pandemic.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

"

community centers. As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

"

"The 2020-21 school year was an

unprecedented one that required us to leverage new and innovative strategies to serve our students and families. We took an adaptive and responsive approach to implement recruitment strategies to ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. In school year 2020-21, our strategy focused on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment. School and network staff work together closely to recruit and retain students. Ascend school staff bring a deep understanding of the school's community, creating a local, grassroots recruitment structure through which school leaders leverage their familiarity with families. The network's Student Recruitment and Enrollment team provides infrastructure support for recruitment activities; they create marketing materials, guide systematic outreach efforts, and coordinate with school leaders to arrange events. Ascend Charter Schools maintains an engaging website where families can learn about Ascend's mission and core values

"In school year 2021-22 we will continue to implement our current recruitment strategies and remain flexible and innovative in the way in which we ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools remains committed to serving all students, regardless of ability, English language learner (ELL) status, or economic disadvantage. We will continue to focus on improving recruitment and increasing yield.

Communication with potential applicants and with current families is the foundation of Ascend's approach to student recruitment and will remain so. Continuous dialogue with our families will be pivotal in providing them with the confidence and care necessary as we navigate the impact of the pandemic on our communities. School and network staff will work together closely to recruit and retain students. School staff

Students with Disabilities

and gain more information about curriculum and school culture. Ascend uses several digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

To increase yield, the team has expanded its support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

To improve outreach to and communication with families of students with disabilities, Ascend created marketing materials that share the services we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team maintains contact with local early childhood education centers, after-school programs, family medical centers, and

will continue to inform our understanding of school communities, while network staff will continue providing and bolstering infrastructure support for recruitment activities.

We will continue to use digital marketing tools to keep families informed and engaged. Advertisements via search engines and social media strategically target our communities and drive traffic to our enrollment pages. We use a variety of digital, audio, print, and mailing ads to promote Ascend schools, advertising on buses, in newspapers, through direct mailing, and at local community events.

We will continue to provide expanded support to families to guide them through the application process, including individual calls, emails, and text messages to families to answer their questions, verify required documents, and help them enroll with Ascend.

Ascend will continue using marketing materials that share the services we provide for students with IEPs. A succinct one-page flyer explains what supports families can expect if they enroll their child in an Ascend school.

To connect with families of economically disadvantaged students, the Student Recruitment and Enrollment team will maintain contact with local early childhood education

community centers. Ascend adapted its recruiting efforts to the COVID-19 pandemic. The team held virtual information sessions for interested families and replaced door-to-door canvassing with phone calls. In the absence of in-person events, Ascend reallocated resources to follow up with applicants from the past two years who are not attending Ascend schools. These adaptations have enabled us to maintain a robust enrollment pipeline even through the difficulties of the pandemic.

As public health guidelines allow, our staff members will resume or continue our partnerships with local community organizations to learn families' unique needs and ensure that Ascend's model is responsive. Student recruitment teams and school staff who support neighborhood recruitment efforts are multilingual and able to connect directly with families to answer questions and contextualize Ascend's commitment to serving all students no matter their disabilities, language acquisition needs or economic status. Community outreach may include collaborating with doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations.

"

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"

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Ascend's most important assets for retaining students from special populations are the continued use of robust programs for at-risk populations, the capable staff that support these programs, and the school's strong reputation among families and stakeholders. Once families join Ascend and for those who will remain with us, we maintain our commitment to serving their diverse needs. Even in a remote learning setting, we have become innovative in providing services to students with special education needs. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral</p>	<p>"In school year 2021-22, we will continue to implement our current retention strategies and enhance them, to ensure that these populations make up a significant portion of our applications.</p> <p>Ascend's most important assets for retaining students from special populations are the continued use of robust programs for at-risk populations, the capable staff that support these programs, and the school's strong reputation among families and stakeholders. Once families join Ascend and for those who will remain with us, we maintain our commitment to serving their diverse needs. Even in a remote learning setting, we have become innovative in providing services to students with special education needs. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who</p>

Economically Disadvantaged

challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, we are able to provide comprehensive support to students even before they receive an IEP. Our MTSS team develops plans to support students who are struggling academically through Tier I and Tier II interventions. If these plans are not effective and parents consent to evaluation, the CSE evaluates the student to determine if they have a disability. Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home.

might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Our MTSS team develops plans to support students who are struggling academically through Tier I and Tier II interventions. If these plans are not effective and parents consent to evaluation, the CSE evaluates the student to determine if they have a disability. Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home.

In school year 2021-22, we will take several steps to improve student services. We will supplement existing small-group instructional programs with a tutoring program providing additional support to the lowest-performing 10 to 15 percent in each grade. We will embed more opportunities for differentiation into our curriculum. We also plan to hire a network Director of Intervention, who will support network and school staff with intervention planning and curriculum adaptation in light of the greater needs we have observed during the pandemic.

"

"In school 2021-22, we will continue to implement our current retention strategies and enhance them, to ensure that these populations make up a



significant portion of our applications.

Ascend's most important assets for retaining students from special populations are the continued use of robust programs for at-risk populations, the capable staff that support these programs, and the school's strong reputation among families and stakeholders. Once families join Ascend and for those who will remain with us, we maintain our commitment to serving their diverse needs. Even in a remote learning setting, we have become innovative in providing services to students who need additional support. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that support English Language Learners. Students with little or no English proficiency, as determined by NYSITELL score, rapidly acquire English language skills when taught intensively by teachers with appropriate English as a New Language (ENL) training. The school uses ENL methodology and aspects of the general education curriculum, designed to focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. Students are placed in intensive English language instruction using the Freestanding ENL Program, where they are educated alongside other ELLs.

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English Language Learners

vocabulary acquisition, and other English language fundamentals. Students are placed in intensive English language instruction using the Freestanding ENL Program, where they are educated alongside other ELLs. The school determines each student's exit based on individual students' needs and in accordance with SED requirements. Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home.

With teachers having increased communication with families as parents supported students during the remote learning, where needed, we provided translators to join the call to ensure that our families were receiving updates and pertinent resources in the language that suited their comfort.

"

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"

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begin providing comprehensive support to students even before they receive an IEP. Our MTSS team develops plans to support students who are struggling academically through Tier I and Tier II interventions. If these plans are not effective and parents consent to evaluation, the CSE evaluates the student to determine if they have a disability. In partnership with the Committee on Special Education (CSE), Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home. Teachers and service providers partner with parents to ensure that students are available and participatory in virtual classes and sessions that respond to services outlined in IEPs.

Tier II interventions. If these plans are not effective and parents consent to evaluation, the CSE evaluates the student to determine if they have a disability. In partnership with the Committee on Special Education (CSE), Ascend employs innovative strategies to support our diverse learners in a remote environment while providing parents with knowledge and skills to buttress the learnings and methods at home. Teachers and service providers partner with parents to ensure that students are available and participatory in virtual classes and sessions that respond to services outlined in IEPs.

In school year 2021-22, we will take several steps to improve student services. We will supplement existing small-group instructional programs with a tutoring program providing additional support to the lowest-performing 10 to 15 percent in each grade. We will embed more opportunities for differentiation into our curriculum. In light of the greater needs we have observed during the pandemic, we also plan to hire a network Director of Intervention, who will support network and school staff with intervention planning and curriculum adaptation, and a Director of SPED Instruction.

"

## Entry 10 - Teacher and Administrator Attrition

# Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

## A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0



**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### [Instructions](#)

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Aug 2 2021

### [Instructions for submitting School Calendar](#)

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[AL GR00-08 SchoolYearCalendar 2021-2022 final](#)**

**Filename:** AL GR00 08 SchoolYearCalendar 2021 o39wUcT.pdf **Size:** 274.5 kB

## **BAHS SchoolYearCalendar 2021-2022 final**

Filename: BAHS SchoolYearCalendar 2021 2022 final.pdf Size: 195.1 kB

### **Entry 14 Links to Critical Documents on School Website**

Incomplete

#### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

### **Form for Entry 14 Links to Critical Documents on School Website**

School Name: **Brooklyn Ascend Charter School**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Lottery Notice announcing date of lottery	
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	

**Thank you.**



## **Entry 15 Staff Roster**

**Incomplete** Hidden from applicant

### **INSTRUCTIONS**

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



BROOKLYN ASCEND  
LOWER SCHOOL



BROOKLYN ASCEND  
MIDDLE SCHOOL



BROOKLYN ASCEND  
HIGH SCHOOL

## **Brooklyn Ascend Charter School**

# **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 30, 2021

By Jonathan Masci

205 Rockaway Parkway, Brooklyn, NY 11212

123 E 98<sup>th</sup> Street, Brooklyn, NY 11212

1501 Pitkin Avenue, Brooklyn, NY 11212

718-907-9150

347-289-9000

347-750-1200

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

**Livia Angiolillo has served as high school principal<sup>1</sup> since July 2019.**

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

## SCHOOL OVERVIEW

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

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

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

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

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	146	147	142	148	132	121	103	108	79	72	63			1261
2017-18	143	145	147	143	135	109	111	107	108	111	65	60		1384
2018-19	149	148	144	142	148	112	113	115	109	139	99	57	61	1536
2019-20	139	151	152	149	141	112	108	115	117	152	110	86	51	1583
2020-21	134	148	156	153	148	124	121	117	119	152	108	97	72	1649



## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2018-19	2015-16	2015	63	1	62
2019-20	2016-17	2016	50	0	50
2020-21	2017-18	2017	79	2	77

### TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

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

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

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

## PROMOTION POLICY

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

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

#### Goal 1: Leading Indicator

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

#### METHOD

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

#### RESULTS AND EVALUATION

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

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

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

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

#### ADDITIONAL EVIDENCE

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

#### Goal 1: Leading Indicator

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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

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

### RESULTS AND EVALUATION

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

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

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

### ADDITIONAL EVIDENCE

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

#### Goal 1: Absolute Measures

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

### METHOD

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

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

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

### RESULTS AND EVALUATION

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

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

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

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

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

### ADDITIONAL EVIDENCE

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

#### Goal 1: Comparative Measure

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

### METHOD

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

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

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

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

### RESULTS AND EVALUATION

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

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

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

### ADDITIONAL EVIDENCE

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

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

#### Goal 1: Absolute Measure

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

### METHOD

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

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

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

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

### RESULTS AND EVALUATION

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

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

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

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

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

### ADDITIONAL EVIDENCE

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

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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

### ACTION PLAN

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

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



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

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

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

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

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

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

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

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

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

### Goal 2: Absolute Measure

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

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

## METHOD

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

## RESULTS AND EVALUATION

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

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

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

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

### ADDITIONAL EVIDENCE

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

#### Goal 2: Absolute Measure

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

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

#### Goal 2: Comparative Measure

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

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

#### Goal 2: Absolute Measure

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

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

**METHOD**

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

**RESULTS AND EVALUATION**

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

Matriculation Rate of Graduates by Year

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

**ADDITIONAL EVIDENCE**

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

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

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

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

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

### ACTION PLAN

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

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

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

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

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

#### BACKGROUND

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

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

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

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

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

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

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

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

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

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

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

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

**METHOD**

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

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

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

**RESULTS AND EVALUATION**

2020-21 Ascend State Test Projections

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



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

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

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

### Gap Closing

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

### ADDITIONAL CONTEXT AND EVIDENCE

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

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

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

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

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

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

**SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL**

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

**ACTION PLAN**

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

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

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

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

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

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

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### **Goal 3: Absolute Measure**

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

**METHOD**

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

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

**RESULTS AND EVALUATION**

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

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>6</sup>

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

**ADDITIONAL EVIDENCE**

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

<sup>6</sup> Based on the highest score for each student on the English Regents exam

## Percent Achieving at Least Level 4 by Cohort and Year

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

### Goal 3: Absolute Measure

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

### METHOD

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

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

### RESULTS AND EVALUATION

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

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

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### ADDITIONAL EVIDENCE

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

### Percent Achieving at Least Level 3 by Cohort and Year

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

#### Goal 3: Absolute Measure

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

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

#### Goal 3: Comparative Measure

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

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

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### **Goal 3: Comparative Measure**

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

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

### **Goal 3: Comparative Measure**

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

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

### **Goal 3: Growth Measure**

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

## METHOD

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

## RESULTS AND EVALUATION

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



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### ADDITIONAL EVIDENCE

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

#### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### ADDITIONAL EVIDENCE

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

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ACTION PLAN

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

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

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

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

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 4: Mathematics

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

#### BACKGROUND

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

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

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

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

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

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

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

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

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

### METHOD

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### RESULTS AND EVALUATION

#### 2020-21 Ascend State Test Projections

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

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

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### Gap Closing

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

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

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

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

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

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

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

**ADDITIONAL EVIDENCE**

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

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

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

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

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

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



## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

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

## ACTION PLAN

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

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

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

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

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

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 4 by Cohort and Year

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

#### Goal 4: Absolute Measure

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

### METHOD

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

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

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

RESULTS AND EVALUATION

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

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

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

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 3 by Cohort and Year

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

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### **Goal 4: Comparative Measure**

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

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

### **Goal 4: Comparative Measure**

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

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

### **Goal 4: Growth Measure**

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

## METHOD

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

## RESULTS AND EVALUATION

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ADDITIONAL EVIDENCE

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

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>16</sup>

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

### ADDITIONAL EVIDENCE

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

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

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

<sup>16</sup> Based on the highest score for each student on the mathematics Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ACTION PLAN

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

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

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



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

### GOAL 5: SCIENCE

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 5: Science

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

#### BACKGROUND

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

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

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

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

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

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

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

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

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

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

### METHOD

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

#### 2020-21 Ascend Science Course Grades

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

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

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### Gap Closing

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

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

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

### ADDITIONAL CONTEXT AND EVIDENCE

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

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

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

### ACTION PLAN

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

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

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

### METHOD

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

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

### RESULTS AND EVALUATION

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

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>17</sup>

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

### ADDITIONAL EVIDENCE

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

<sup>17</sup> Based on the highest score for each student on any science Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

### Goal 5: Comparative Measure

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

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

### ADDITIONAL EVIDENCE

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

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

<sup>18</sup> No science Regents exams were administered in school year 2019-20.

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

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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

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

### RESULTS

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

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

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

### EVALUATION

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

### ADDITIONAL EVIDENCE

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



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

#### Goal 6: Comparative Measure

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

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

#### Goal 6: Absolute Measure

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

### METHOD

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

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

### RESULTS

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

<sup>22</sup> No social studies Regents exams were administered in school year 2019-20.

<sup>23</sup> No social studies Regents exams were administered in school year 2020-21.

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

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

### EVALUATION

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

### ADDITIONAL EVIDENCE

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

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

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

#### Goal 6: Comparative Measure

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

<sup>26</sup> No social studies Regents exams were administered in school year 2019-20.

<sup>27</sup> No social studies Regents exams were administered in school year 2020-21.

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

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

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

### ADDITIONAL EVIDENCE

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

## GOAL 7: ESSA

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

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### ADDITIONAL EVIDENCE

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

Accountability Status by Year

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



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Ascend Charter Schools**

Name of trustee (print): **Amanda Craft**

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):

Email Address:

### Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

### Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].

Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

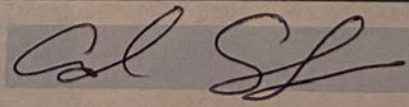
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Emmanuel Fordjour
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

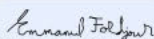
**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



Digitally signed by Emmanuel Fordjour  
Date: 2021.07.19 17:13:44 -04'00'

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*





## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Ascend Charter Schools**

Name of trustee (print): **GLENN HOPPS**

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): **CO-TREASURER**

Email Address: [REDACTED]

### Home Address

Please complete with *changes* only:

Street: [REDACTED]  
City, State: [REDACTED]  
Phone: [REDACTED]

### Business Address

Please complete with *changes* only:

Business Street: [REDACTED]  
City, State: [REDACTED]  
Phone: [REDACTED]

### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
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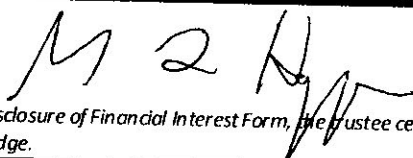
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
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**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Kwaku Andoh
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

**Kwaku Andoh**

Digitally signed by Kwaku Andoh  
Date: 2021.07.28 16:31:17 -04'00'

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Nadine Sylvester
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	ORAL WALCOTT
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: Jonathan Masci on behalf of Oral Walcott Digitally signed by Jonathan Masci on behalf of Oral Walcott  
Date: 2021.08.02 08:55:17 -04'00'

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Shelly Cleary
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

**Shelly Cleary**

Digitally signed by Shelly Cleary  
Date: 2021.07.21 16:24:12 -04'00'

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Stanley J. Taylor, Jr.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

**Stanley Taylor**

Digitally signed by Stanley Taylor  
DN: cn=Stanley Taylor, o, ou, email=staylor@yearup.org, c=US  
Date: 2021.07.16 10:59:20 -0400

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Stephanie Mauterstock
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

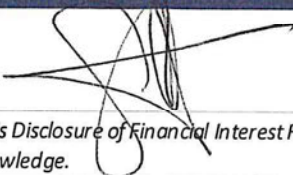
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Ascend Charter Schools
Name of trustee (print):	Tracy S. Dunbar
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member, Hiring Committee, Academic Committee
Email Address:	

Home Address	
Please complete with <b>changes</b> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <b>changes</b> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

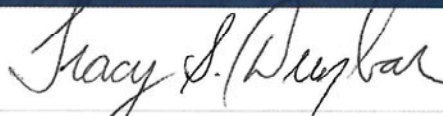
**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



# Ascend Public Charter Schools Grades KG - 08

## School Year Calendar 2021-22

August 16-17	Scholar Orientation; some grades (1:00pm dismissal)
August 18-20	Scholar Orientation; all grades (1:00pm dismissal)
August 23	Full-length school day begins (1:00pm dismissal Fridays)
September 6	No school; Labor Day
September 17	No students; Professional Development
October 11	No school; Indigenous People's Day
October 22	No students; Professional Development
November 2	No school; Election Day
November 4-5	Progress Report Conferences (1:00pm dismissal)
November 11	No school; Veterans Day
November 24-26	No school; Thanksgiving Holiday
December 17	No students; Professional Development
December 20-31	No school; Winter Break
January 3	No students; Professional Development
January 14	BACS, BAMS No students; Professional Development
January 17	No school; Martin Luther King, Jr. Day
January 20-21	Select Family Conferences (1:00pm dismissal)
January 28	BVLS, BVMS No students; Professional Development
February 4	BWLS, BWMS No students; Professional Development
February 11	CHACS No students; Professional Development
February 18	No students; Professional Development
February 21-25	No school; February Mid-Winter Break
March 4	CBACS, CBAMS No students; Professional Development
March 11	CALS/CAMS No students; Professional Development
March 18	EFACS No students; Professional Development
March 25	EBACS No students; Professional Development
March 29-31	Grade 3-8 State ELA exam
April 1	LGACS No students; Professional Development
April 11-15	No school; Spring Break
April 21-22	Progress Report Conferences (1:00pm dismissal)
April 26-28	Grade 3-8 State Math exam
May 30	No school; Memorial Day
June 9	1:00pm dismissal
June 10	Last day of school, 1:00pm dismissal
June 15-24	Regents for 8 <sup>th</sup> graders (Living Environment, Algebra: exact dates TBD)

# Brooklyn Ascend High School

## School Year Calendar 2021-22

August 23	Orientation; grades 9-10
August 24	Orientation; grades 9-12
August 25	Full-length school day begins
September 6	No school; Labor Day
September 17	No students; Professional Development
October 11	No school; Indigenous People's Day
October 13	PSAT/College Application Day (12:00pm dismissal)
October 28-29	Student led conferences (1:00pm dismissal)
November 2	No school; Election Day
November 11	No school; Veterans Day
November 19	No students; Professional Development
November 24-26	No school; Thanksgiving Holiday
December 10	Select family conferences
December 20-31	No school; Winter Break
January 3	No students; Professional Development
January 17	No school; Martin Luther King, Jr. Day
January 25-28	Regents Exams
February 10-11	Student led conferences (1:00pm dismissal)
February 18	No students; Professional Development
February 21-25	No school; February Mid-Winter Break
March 11	Select family conferences
April 8	No students; Professional Development
April 11-15	No school; Spring Break
May 30	No school; Memorial Day
June 14	Last day of standard instruction
June 15-17	Regents Exams
June 20	No school; Juneteenth (observed)
June 21-24	Regents Exams



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Brooklyn Ascend Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Louis Trani
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	N/A - This is needed only for the Ed Corp which is under Canarsie Ascend Charter Schools
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A



**BROOKLYN ASCEND CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 26,297,517	\$ -	\$ 26,297,517	\$ 25,790,223
Students with disabilities	3,226,733	-	3,226,733	2,813,322
Grants and Contracts				
State and local	126,575	-	126,575	128,165
Federal - Title and IDEA	853,316	-	853,316	816,368
Federal - Other	794,119	-	794,119	279,663
Other	169,901	-	169,901	-
NYC DoE Rental Assistance	2,632,999	-	2,632,999	2,429,855
Food Service/Child Nutrition Program	15,500	-	15,500	207,835
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>34,116,660</b>	<b>-</b>	<b>34,116,660</b>	<b>32,465,431</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 19,418,009	\$ -	\$ 19,418,009	\$ 22,948,848
Special Education	4,431,391	-	4,431,391	5,920,703
Other Programs	-	-	-	-
Total Program Services	23,849,400	-	23,849,400	28,869,551
Management and general	5,335,418	-	5,335,418	3,631,438
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>29,184,818</b>	<b>-</b>	<b>29,184,818</b>	<b>32,500,989</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>4,931,842</b>	<b>-</b>	<b>4,931,842</b>	<b>(35,558)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 336,941	\$ -	\$ 336,941	\$ 1,235
Individuals	7,500	-	7,500	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	1,430	-	1,430	3,198
Miscellaneous income	138,617	-	138,617	136,156
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>484,488</b>	<b>-</b>	<b>484,488</b>	<b>140,589</b>
<b>CHANGE IN NET ASSETS</b>	<b>5,416,330</b>	<b>-</b>	<b>5,416,330</b>	<b>105,031</b>
NET ASSETS BEGINNING OF YEAR	(2,444,125)	-	(2,444,125)	(2,558,254)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 2,972,205</b>	<b>\$ -</b>	<b>\$ 2,972,205</b>	<b>\$ (2,453,223)</b>

**BROOKLYN ASCEND CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	2020-21	2019-20
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>

**BROOKLYN ASCEND CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
	No. of Positions	Regular Education				Management and				
		Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	22.00	1,400,239	346,778	-	1,747,017	-	1,217,028	1,217,028	2,964,045	4,154,140
Instructional Personnel	141.00	8,398,852	2,080,028	-	10,478,880	-	-	-	10,478,880	11,742,899
Non-Instructional Personnel	2.00	-	-	-	-	-	233,951	233,951	233,951	432,628
Total Salaries and Staff	165.00	9,799,091	2,426,806	-	12,225,897	-	1,450,979	1,450,979	13,676,876	16,329,667
Fringe Benefits & Payroll Taxes		1,390,743	339,208	-	1,729,951	-	205,933	205,933	1,935,883	1,354,279
Retirement		716,443	182,650	-	899,093	-	106,086	106,086	1,005,180	2,005,058
Management Company Fees		1,641,773	114,307	-	1,756,080	-	2,527,041	2,527,041	4,283,121	4,092,478
Legal Service		-	-	-	-	-	16,594	16,594	16,594	17,417
Accounting / Audit Services		-	-	-	-	-	32,985	32,985	32,985	34,800
Other Purchased / Professional / Consulting Services		479,623	114,320	-	593,943	-	122,326	122,326	716,269	797,529
Building and Land Rent / Lease / Facility Finance Interest		3,007,410	744,221	-	3,751,631	-	482,147	482,147	4,233,778	4,429,328
Repairs & Maintenance		177,669	44,002	-	221,671	-	26,306	26,306	247,977	377,865
Insurance		118,147	28,051	-	146,198	-	16,488	16,488	162,686	148,549
Utilities		248,726	62,181	-	310,907	-	-	-	310,907	634,360
Supplies / Materials		434,961	30,285	-	465,246	-	33,452	33,452	498,698	527,365
Equipment / Furnishings		295,127	73,091	-	368,218	-	43,702	43,702	411,920	116,956
Staff Development		53,857	12,522	-	66,379	-	3,252	3,252	69,631	161,522
Marketing / Recruitment		18,456	4,546	-	23,002	-	2,712	2,712	25,714	69,936
Technology		279,410	69,198	-	348,608	-	41,374	41,374	389,982	84,434
Food Service		6,560	1,640	-	8,200	-	-	-	8,200	252,914
Student Services		-	-	-	-	-	-	-	-	160,879
Office Expense		125,383	29,670	-	155,053	-	18,933	18,933	173,986	224,440
Depreciation		624,630	154,693	-	779,323	-	92,492	92,492	871,815	584,523
OTHER		-	-	-	-	-	112,616	112,616	112,616	96,690
<b>Total Expenses</b>		<b>\$ 19,418,009</b>	<b>\$ 4,431,391</b>	<b>\$ -</b>	<b>\$ 23,849,400</b>	<b>\$ -</b>	<b>\$ 5,335,418</b>	<b>\$ 5,335,418</b>	<b>\$ 29,184,818</b>	<b>\$ 32,500,989</b>

# Certificate of Occupancy

**CO Number: 320157744F**

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b>	<b>Borough:</b> Brooklyn	<b>Block Number:</b> 03492	<b>Certificate Type:</b> Final
	<b>Address:</b> 1501 PITKIN AVENUE	<b>Lot Number(s):</b> 1	<b>Effective Date:</b> 03/23/2020
	<b>Building Identification Number (BIN):</b> 3080697	<b>Building Type:</b> Altered	
<b>This building is subject to this Building Code: 1968 Code</b>			
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b>	1-B	(1968 Code designation)
	<b>Building Occupancy Group classification:</b>	E	(2014/2008 Code)
	<b>Multiple Dwelling Law Classification:</b>	None	
	<b>No. of stories:</b> 6	<b>Height in feet:</b> 88	<b>No. of dwelling units:</b> 0
<b>C.</b>	<b>Fire Protection Equipment:</b> Standpipe system, Fire alarm system, Sprinkler system		
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None		
<b>Borough Comments:</b> None			



Borough Commissioner



Commissioner



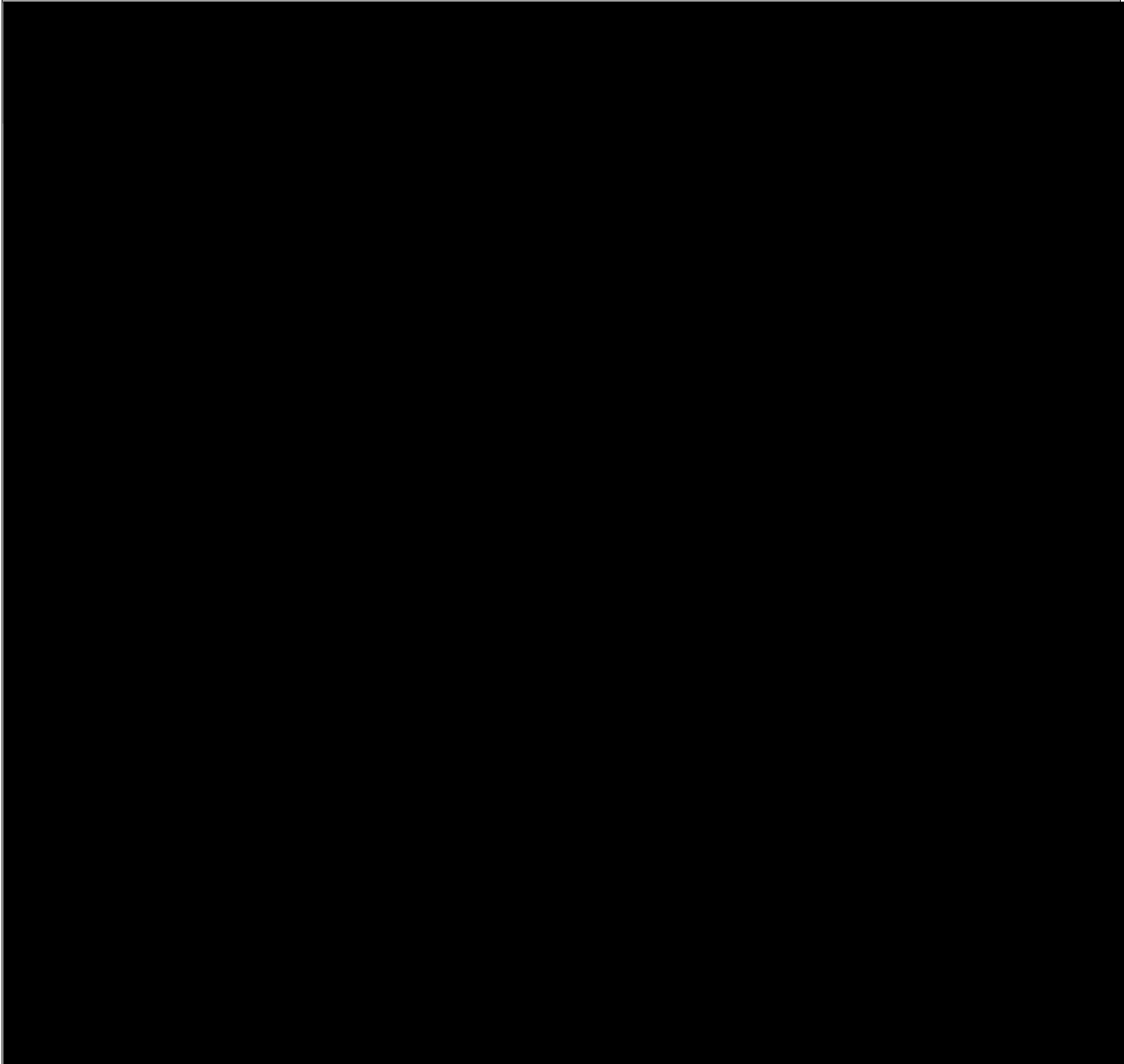
*Certificate of Occupancy*

CO Number: **320157744F**

**Permissible Use and Occupancy**

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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Borough Commissioner

Commissioner

*Certificate of Occupancy*

CO Number: **320157744F**

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
<p style="text-align: center; margin-top: 100px;">END OF SECTION</p>						



Borough Commissioner



Commissioner