

Application: Brownsville 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)

BROWNSVILLE ASCEND CHARTER SCHOOL 332300860954

a1. Popular School Name

Brownsville 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

1/2013

e. DATE FIRST OPENED FOR INSTRUCTION

9/2009

h. SCHOOL WEB ADDRESS (URL)

<http://ascendlearning.org>

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

1020

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

1042

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

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	Brooklyn
ZIP CODE	11212
EMAIL ADDRESS	Jennivieve.Ariune@ascendlearning.org
CONTACT PERSON NAME	Maryann Li

FACILITIES INFORMATION

m. FACILITIES

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

	No, just one site.
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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	1501 Pitkin Avenue, Brooklyn, NY 11212	347-294-2600	NYC CSD 23	K-8	6-8

m1a. Please provide the contact information for Site 1.

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

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

Private Space

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)

[Pitkin Full CofO.pdf](#)

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

Site 1 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	genevieve.degaillande@ascendlearning.org

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:

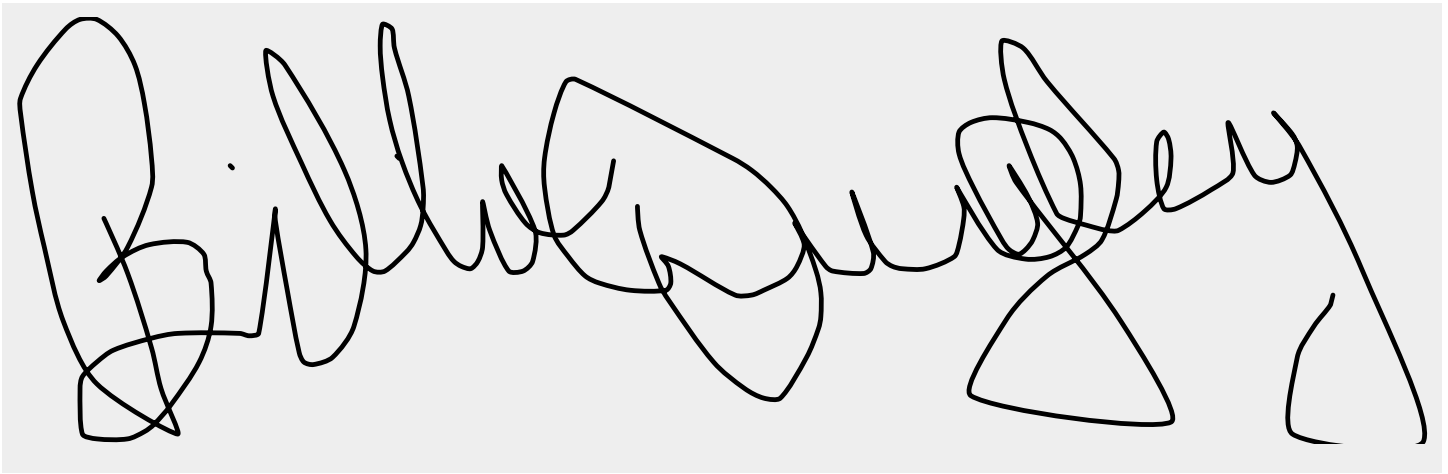
Yes

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 highly stylized, cursive handwritten signature in black ink on a light gray background. The signature is composed of several large, overlapping loops and flourishes, making it difficult to decipher.

Signature, President of the Board of Trustees

A highly stylized, cursive handwritten signature in black ink on a light gray background. The signature features sharp, angular strokes and multiple overlapping loops, characteristic of a highly personal or professional signature.

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^[1]

5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] 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 2021.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		Trustee/Member	Nominating, Hiring	Yes	6	7/1/2020	6/30/2021	12
	Kwaku		Trustee/	Finance,			7/1/2020	6/30/2021	

5	Andoh		Member	Academ ic	Yes	6	0	21	8
6	Amanda Craft		Trustee/ Member	Academ ic, Hiring	Yes	6	7/1/202 0	6/30/20 21	8
7	Nadine Sylveste r		Parent Rep	Nominat ing, Academ ic	Yes	4	7/1/202 0	6/30/20 21	10
8	Tracy Dunbar		Trustee/ Member	Academ ic, Hiring	Yes	1	11/20/2 020	6/30/20 21	5 or less
9	Emman uel Fordjour		Trustee/ Member	Academ ic, Hiring	Yes	1	1/14/20 21	6/30/20 21	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									
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 informed and engaged.

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

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. Ascend will continue using

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

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 population concentration in the

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.

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.

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"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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"

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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.

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Students with Disabilities

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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.

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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.

"

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.

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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.

"

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"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,

these populations make up a significant portion of our applications.

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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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Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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^[1] 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.

^[1] 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.

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>.

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 2nd 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 j23K6pv.pdf **Size:** 274.5 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: **Brownsville Ascend Charter School**

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.



Brownsville Ascend Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 20, 2021

By Jonathan Masci

1501 Pitkin Avenue, Brooklyn, NY 11212

347-294-2600

347-294-2650

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Manager of Strategic Initiatives for Ascend Learning, prepared this 2020-21 Accountability 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

Billie Quigley has served as lower school principal¹ since July 2018.

Lauren Kinrich has served as middle school principal¹ since July 2019.

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

SCHOOL OVERVIEW

Brownsville Ascend Charter School (Brownsville Ascend) opened in 2009 with the goal of equipping students with the knowledge, confidence, and character to succeed in college and beyond. Brownsville Ascend offers a rich, rigorous inquiry-based education in a warm and supportive environment. Brownsville Ascend serves students in grades K-8 and comprises Brownsville Ascend Lower School (BVLS), serving grades K-4, and Brownsville Ascend Middle School (BVMS), serving grades 5-8. Students may attend Brooklyn Ascend High School (BAHS) for grades 9-12. As of BEDS Day in school year (SY) 2020-21, Brownsville Ascend enrolled 1,040 students.

Brownsville Ascend is located in New York City Community School District 23 (CSD 23). In SY21, 84 percent of students were eligible for free and reduced-priced lunch, 95.6 percent were black or Latino, and 17.3 percent were special education students.

Brownsville 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, Brownsville Ascend resumed in-person learning with a subset of students. In SY22, Brownsville 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	102	11	118	106	110	142	101	103	85					978
2017-18	111	111	116	112	113	108	118	109	106					1004
2018-19	103	115	123	121	118	110	119	121	120					1050
2019-20	107	111	127	121	116	122	112	114	122					1052
2020-21	98	112	105	135	122	116	124	107	121					1040

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Brownsville Ascend students will meet grade-level expectations in English.

BACKGROUND

Brownsville 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**

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

2020-21 Ascend State Test Projections					
Measure	Subgroup	Target	Tested	Results	Met?
Absolute Measure: 75 percent of all tested students who are enrolled in at least their second year will be projected to perform at or above proficiency on the state’s English language arts exam for grades 3-8.	Students in at least their second year	75%	648	50%	No
Growth Measure: The average student-level change between SY19 state English language arts exam score and SY21 projected score will be positive.	All students	>0 pp	358	-1.2 pp	No
Gap Closing Measure 1: Among students whose state English language arts exam score in SY19 was in the bottom quartile of projected scores, median change between SY19 score and SY21 projected score will be positive.	Low initial achievers	>0 pp	165	-3.9 pp	No
Gap Closing Measure 2: The median change between SY19 state English language arts exam score and SY21 projected score for students with IEPs will be greater than the same median change among students without IEPs.	Students with IEPs	>-2.2 pp	78	+1.4 pp	Yes

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

Absolute: *percentage 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
50%	62%	69%	42%	47%	34%	44%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth: average student-level change between SY19 state exam score and SY21 projected score (percentage points)

Overall	5	6	7	8
-1.2 pp	-3.1 pp	-1.6 pp	-0.1 pp	+0.1 pp

Gap Closing

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

Overall	5	6	7	8
-3.9 pp	-6.9 pp	-5.0 pp	-3.5 pp	+0.9 pp

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

	Overall	5	6	7	8
Students with IEPs	+1.4 pp	-0.9 pp	+2.1 pp	+5.4 pp	+1.9 pp
Students without IEPs	-2.2 pp	-3.3 pp	-3.3 pp	-1.9 pp	-0.3 pp

While Brownsville 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 general education students. Additionally, students in grade 8 performed well in growth and gap closing measures. 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; Brownsville Ascend’s negative change of 1.2 points from SY19 to SY21 reflects this national trend.

Though Brownsville 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.

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

Assessment Round	K	1	2	3	4
Baseline	100% ²	32%	31%	49%	30%
2	33%	33%	46%	58%	27%
3	43%	37%	61%	59%	43%
4	45%	33%	64%	62%	44%

We can see that though state test projections indicate a decline in ELA performance since SY19, F&P results show progress within SY21. In grades 2-4, the school met its growth target, with greater than 10 percentage point growth between the baseline and final assessments. These successes indicate 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

² All kindergarten students start at an F&P baseline of at or above target.

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 Brownsville 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 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.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Brownsville Ascend students will meet grade-level expectations in math.

BACKGROUND

Brownsville 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.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

2020-21 Ascend State Test Projections					
Measure	Subgroup	Target	Tested	Results	Met?
Absolute Measure: 75 percent of all tested students who are enrolled in at least their second year will be projected to perform at or above proficiency on the state’s mathematics exam for grades 3-8.	Students in at least their second year	75%	647	59%	No
Growth Measure: The average student-level change between SY19 state mathematics exam score and SY21 projected score will be positive.	All students	Positive change	363	-3.3 pp	No
Gap Closing Measure 1: Among students whose state mathematics exam score in SY19 was in the bottom quartile of projected scores, median change between SY19 score and SY21 projected score will be positive.	Low initial achievers	Positive change	183	-7.5 pp	No
Gap Closing Measure 2: The median change between SY19 state mathematics exam score and SY21 projected score for students with IEPs will be greater than the same median change among students without IEPs.	Students with IEPs	>-4.6	80	-1.0 pp	Yes

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

Absolute: *percentage 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
59%	82%	70%	37%	49%	46%	66%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth: average student-level change between SY19 state exam score and SY21 projected score (percentage points)

Overall	5	6	7	8
-3.3 pp	-7.6 pp	-5.7 pp	-3.5 pp	+3.1 pp

Gap Closing

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

Overall	5	6	7	8
-7.5 pp	-10.2 pp	-9.5 pp	-6.6 pp	+9.2 pp

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

	Overall	5	6	7	8
Students with IEPs	-1.0 pp	-4.8 pp	-2.1 pp	-0.3 pp	+10.8 pp
Students without IEPs	-4.6 pp	-8.2 pp	-6.5 pp	-4.8 pp	+1.3 pp

While Brownsville Ascend fell short of its math 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 narrowed the gap with students without IEPs between SY19 and SY21. Additionally, students in grade 8 performed well across growth and gap closing measures. A recent analysis of national iReady assessment data found that students in SY21 performed roughly ten points lower in math than matched students from previous years; Brownsville Ascend’s negative change of 3.3 points from SY19 to SY21 reflects this national trend.

Though Brownsville 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 Nearpod in grades 3 and 4, and through Illuminate Online and Desmos in grades 5-8. To support students’ psychological safety during the pandemic and to maintain community trust, Ascend did not engage in browser locking or eye tracking.

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

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

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

	Overall	K	1	2	3	4
2020-21	61%	78%	72%	80%	65%	53%
2018-19	73%	87%	95%	73%	49%	62%
Change	-12 pp	-9 pp	-23 pp	+7 pp	-16 pp	-9 pp

These results exemplify the unfinished learning students face due to the pandemic and the remote learning environment. Ascend is confident that through our action plan for SY22, our students will recover academically and socio-emotionally, and assessment results will reflect that recovery.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Though Brownsville 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 ensure our educational program serves 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 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 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.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

Brownsville 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 in science, Ascend used the metric of course performance. Ascend science courses are aligned to New York State science standards, as well as the Next Generation Science Standards (NGSS), and employ rigorous instructional methods.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

2020-21 Ascend Science Course Grades					
Measure	Subgroup	Target	Tested	Results	Met?
Absolute Measure: 75 percent of all students who are enrolled in at least their second year will achieve a passing science course grade in grades 3-8.	Students in at least their second year	75%	649	62%	No
Growth Measure: The change in percentage of students receiving a passing course grade in science between SY19 and SY21 will be positive.	All students	>0	728	-27	No
Gap Closing Measure 1: The change in percentage of students with IEPs receiving a passing science course grade in SY19 and in SY21 will exceed the change in percentage of students without IEPs receiving a passing science course grade over the same time period.	Students with IEPs	>-27	134	-25	Yes

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

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

Overall	3	4	5	6	7	8
62%	67%	49%	70%	60%	62%	62%

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

	Overall	3	4	5	6	7	8
2020-21 (all students)	61%	64%	50%	68%	62%	60%	61%
2018-19	88%	97%	89%	91%	84%	82%	85%
Change	-27 pp	-33 pp	-39 pp	-23 pp	-22 pp	-22 pp	-24 pp

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Gap Closing

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

	Overall	3	4	5	6	7	8
Students with IEPs	-25 pp	-41 pp	-25 pp	-29 pp	-18 pp	-8 pp	-28 pp
Students without IEPs	-27 pp	-31 pp	-41 pp	-20 pp	-23 pp	-23 pp	-25 pp

Brownsville Ascend saw a decrease in science performance during the period of remote instruction, and Ascend is committed to reversing the effects of this unfinished learning. We have developed a comprehensive strategy for SY22 that will 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 AND MIDDLE SCIENCE GOAL

Brownsville Ascend did not meet its overall ELA goal in SY21. In SY22, Ascend will address this unfinished learning with a network-wide strategy that will ensure our educational program supports 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.

GOAL 4: 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

Brownsville 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, Brownsville 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

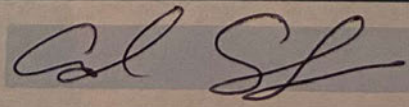
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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 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"

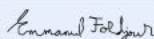
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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:



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

Business Address

Please complete with *changes* only:

Street: [REDACTED]

City, State: [REDACTED]

Phone: [REDACTED]

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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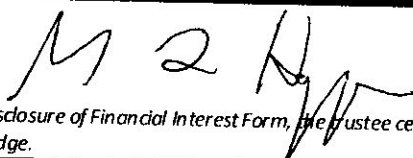
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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	
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 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:

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 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:

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	
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:	
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)].	<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 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:

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 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:

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 address only	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with address 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 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"

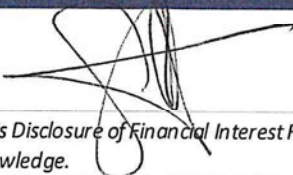
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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:



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	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 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 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"

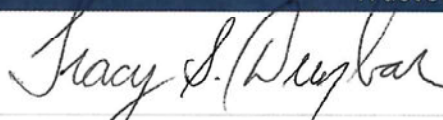
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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 th graders (Living Environment, Algebra: exact dates TBD)



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

Charter School Name:	Brownsville 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

BROWNSVILLE ASCEND CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	2020-21	2019-20
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero - -

BROWNSVILLE ASCEND CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 16,768,452	\$ -	\$ 16,768,452	\$ 17,127,301
Students with disabilities	2,272,331	-	2,272,331	2,356,689
Grants and Contracts				
State and local	42,806	-	42,806	90,680
Federal - Title and IDEA	612,443	-	612,443	582,740
Federal - Other	530,460	-	530,460	241,401
Other	55,181	-	55,181	-
NYC DoE Rental Assistance	1,351,271	-	1,351,271	1,676,363
Food Service/Child Nutrition Program	-	-	-	369,039
TOTAL REVENUE, GAINS AND OTHER SUPPORT	21,632,944	-	21,632,944	22,444,213
EXPENSES				
Program Services				
Regular Education	\$ 11,932,596	\$ -	\$ 11,932,596	\$ 16,651,919
Special Education	3,581,931	-	3,581,931	2,273,301
Other Programs	-	-	-	-
Total Program Services	15,514,527	-	15,514,527	18,925,220
Management and general	3,387,868	-	3,387,868	2,781,475
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	18,902,395	-	18,902,395	21,706,695
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,730,549	-	2,730,549	737,518
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 221,205	\$ -	\$ 221,205	\$ 6,320
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	2,304
Interest income	913	-	913	2,104
Miscellaneous income	2,328	-	2,328	76,955
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	224,446	-	224,446	87,683
CHANGE IN NET ASSETS	2,954,995	-	2,954,995	825,201
NET ASSETS BEGINNING OF YEAR	3,887,778	-	3,887,778	3,062,676
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 6,842,773	\$ -	\$ 6,842,773	\$ 3,887,877

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

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
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	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

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

		2020-21							2019-20		
		Program Services				Supporting Services					
No. of Positions		Regular	Special Education	Other Education	Total	Management and			Total		
		Education				Fund-raising	General	Total			
	Personnel Services Costs	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	Administrative Staff Personnel	13.00	591,985	183,215	-	775,200	-	705,843	705,843	1,481,043	2,660,432
	Instructional Personnel	94.00	5,535,200	1,713,107	-	7,248,307	-	-	-	7,248,307	7,795,955
	Non-Instructional Personnel	6.00	-	-	-	-	-	237,867	237,867	237,867	481,153
	Total Salaries and Staff	113.00	6,127,185	1,896,322	-	8,023,507	-	943,710	943,710	8,967,217	10,937,540
	Fringe Benefits & Payroll Taxes		951,166	294,379	-	1,245,545	-	143,885	143,885	1,389,430	667,533
	Retirement		468,485	144,993	-	613,478	-	70,868	70,868	684,346	1,451,651
	Management Company Fees		925,873	189,831	-	1,115,704	-	1,605,526	1,605,526	2,721,230	2,794,190
	Legal Service		-	-	-	-	-	160	160	160	1,893
	Accounting / Audit Services		-	-	-	-	-	21,231	21,231	21,231	22,800
	Other Purchased / Professional / Consulting Services		315,271	95,565	-	410,836	-	82,158	82,158	492,994	519,353
	Building and Land Rent / Lease / Facility Finance Interest		1,666,465	513,046	-	2,179,511	-	269,307	269,307	2,448,818	2,634,428
	Repairs & Maintenance		216,477	66,998	-	283,475	-	32,747	32,747	316,222	344,757
	Insurance		72,321	21,977	-	94,298	-	10,353	10,353	104,651	97,318
	Utilities		113,820	37,940	-	151,760	-	-	-	151,760	343,596
	Supplies / Materials		123,786	25,380	-	149,166	-	26,243	26,243	175,409	285,510
	Equipment / Furnishings		160,577	49,697	-	210,274	-	24,290	24,290	234,564	82,548
	Staff Development		23,622	8,272	-	31,894	-	6,511	6,511	38,405	125,408
	Marketing / Recruitment		2772	858	-	3,630	-	419	419	4,049	25,656
	Technology		151,655	46,936	-	198,591	-	22,941	22,941	221,532	56,233
	Food Service		200	42	-	242	-	-	-	242	397,104
	Student Services		-	-	-	-	-	-	-	-	117,909
	Office Expense		75,983	23,516	-	99,499	-	11,495	11,495	110,994	164,348
	Depreciation		536,938	166,179	-	703,117	-	81,224	81,224	784,341	584,017
	OTHER		-	-	-	-	-	34,800	34,800	34,800	52,903
	Total Expenses		\$ 11,932,596	\$ 3,581,931	\$ -	\$ 15,514,527	\$ -	\$ 3,387,868	\$ 3,387,868	\$ 18,902,395	\$ 21,706,695

Certificate of Occupancy

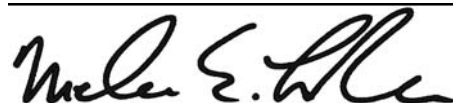
CO Number: 320157744F

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.*

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



Borough Commissioner



Commissioner

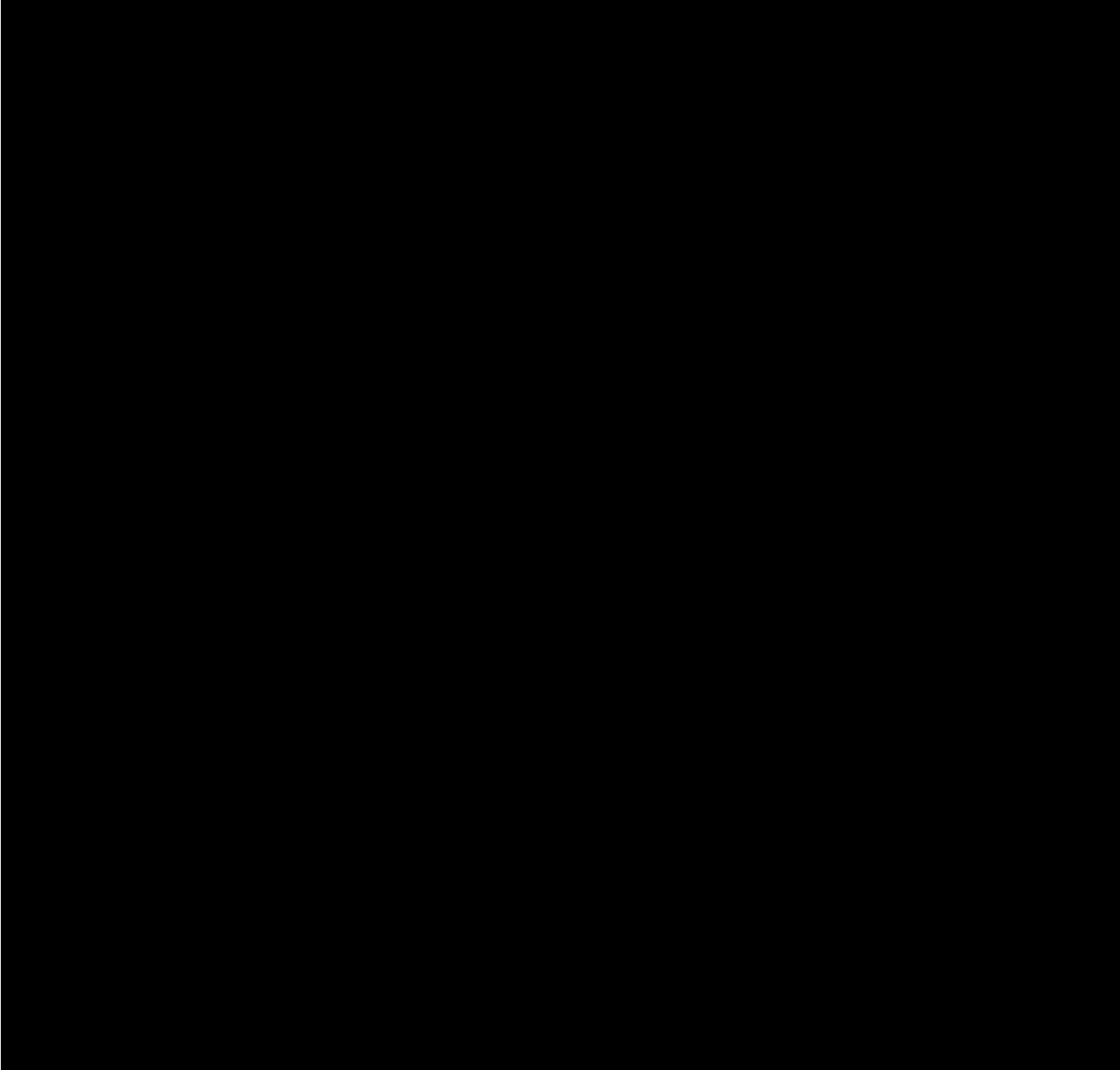
Certificate of Occupancy

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

END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT