



BROOKLYN ASCEND
LOWER SCHOOL



BROOKLYN ASCEND
MIDDLE SCHOOL



BROOKLYN ASCEND
HIGH SCHOOL

Brooklyn Ascend Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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Trustee's Name	Board Position	
	Office	Committees
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Gabrielle Ramos	Co-Chair	Talent, Governance and Nominating
Anthony Rose	Treasurer	Finance
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Taiesha Seales	Trustee	Finance
Jay Bhide	Trustee	Finance
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SCHOOL OVERVIEW

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

In school year 2024-25 (SY25), Brooklyn Ascend served students in grades K-12 and comprised Brooklyn Ascend Lower School (BACS), serving grades K-4; Brooklyn Ascend Middle School (BAMS), serving grades 5-8; and Brooklyn Ascend High School (BAHS), serving grades 9-12. As of BEDS Day in SY24, Brooklyn Ascend enrolled 1,258 students.

Brooklyn Ascend is located in New York City Community School District 18 (CSD 18). In SY24, 88.1 percent of students were eligible for free and reduced-price lunch, 97.7 percent were black or Latino, 13.2 percent were special education students, and 0.5 percent were multilingual learners (MLLs).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	119	111	136	125	131	113	94	94	98	110	79	88	74	1372
2023-24	87	119	101	111	107	101	116	89	96	98	89	67	76	1258
2024-25	57	82	109	87	97	94	102	112	86	54	67	79	47	1073

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	80	4	74
2023-24	2020-21	2020	75	8	73
2024-25	2021-22	2021	46	0	46

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	72	0	72

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2023-2 4	2020-21	2020	73	0	73
2024-2 5	2021-22	2021	46	0	46

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2023-2 4	2019-20	2019	3	0	3
2023-2 4	2019-20	2019	3	0	3
2024-2 5	2020-21	2019	5	0	5

PROMOTION POLICY

Promotion Policy

Subject	Regents Diploma	Advanced Regents Diploma
English	8	8
Math Including at least 2 credits of advanced (e.g. Geometry or Algebra II)	6	6
Science (including lab) <ul style="list-style-type: none"> ● Life Science ● Physical Science ● Life Science or Physical Science 	6	6
Social Studies <ul style="list-style-type: none"> ● Global History (4) ● US History (2) ● Government (1) ● Economics (1) 	8	8
World Language	6	6

Visual arts, music, dance, and/or theater	2	2
Electives	3	3
Health	1	1
Physical Education	4	4

Regents Diploma Regents Exam 4+1 requirements

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

Advanced Regents Diploma Regents Exam 8+1 requirements

Students must pass these four Regents exams with a score of 65 or above: English Language Arts, three math exams (Algebra I, Geometry, Algebra II/Trigonometry), any social studies exam, two science exams (Living Environment and one of either Chemistry, Earth Science, or Physics), any additional Regents exam, and the NYC World Languages exam (LOTE).

Promotion Criteria

Our school design at Brooklyn Ascend High School expressly supports graduation through our rigorous approach to course registration. Students are enrolled in 4 core content courses (English, Math, Science, Social Studies), a Physical Education course, and at least 2 electives, for all four years of high school. By the end of 10th grade, students are expected to fulfill their World Language (Spanish), visual arts/music/dance/theater, and Health requirements. Students take all Regents exams aligned to the appropriate core content courses. At the end of each year, students are expected to pass all the courses in which they were enrolled. On an as-needed basis, students are enrolled in credit recovery coursework to ensure they stay on track to graduation.

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent promoted
2023	62	87%
2024	59	81%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	71	57%
2022	2023-24	87	42%
2023	2024-25	62	61%

Graduation Goal Measures 3 & 4 - Absolute

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

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	74	63	85.1%
2020	2023-24	75	62	82.6%
2021	2024-25	46	36	78.26%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	5	4	80%
2019	2023-24	5	1	20%
2020	2024-25	12	8	66.67%

Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	74	63	85%	835	70%
2020	2023-24	75	62	83%	492	54%
2021	2024-25	58	44	76%	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

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

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
SA	N/A	N/A	N/A
AP Exams	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	90	91%
2020	2023-24	75	85%
2021	2024-25	46	87%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Ascend did not meet the leading indicators or the fifth-year graduation indicator, but it did meet the fourth-year graduation indicator and the absolute indicators on pathways. The comparative indicator could not be assessed.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students who are in the fourth year of high school but did not take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Met

EVALUATION OF THE GRADUATION GOAL

Brooklyn Ascend did not meet the leading indicators or the fifth-year graduation indicator, but 97% of the total five year graduates enrolled in a two or four year program; additionally, it did meet the fourth-year graduation indicator and the absolute indicators on pathways. 60% of the 2022 cohort scored at least 65 on at least three different Regents exams, compared to the target of 75%. 78% of the fourth-year cohort and 67% of the fifth-year cohort graduated, compared to targets of 75% for each. The comparative indicator could not be assessed because district comparison data is not available at the time of writing. Finally, 67% of the 2020 Graduation Cohort passed an approved assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Some student assessments were interrupted by COVID-19; however, we have continued to track performance against district peers, which our students consistently exceed, and we will continue to monitor progress closely in the years ahead.

ACTION PLAN

We continue to implement our redesigned high school design to increase the instructional core in core content courses, and to create a new structured block on Fridays dedicated to ensuring students meet their graduation milestones. Teachers will be serving as advisors and will be accountable to ensuring that the students in their advisory group are on track to graduate from credit accumulation and external exam mastery perspectives. Teachers will be coaching students on how to read their individual transcripts, create individualized plans for graduation, and ensuring close partnership with families in pursuit of improved graduation outcomes.

GOAL 2: COLLEGE PREPARATION

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

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

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

All students also meet with their dedicated Pathways counselor to meet the milestones necessary to continue on their choice of postsecondary path. Their Pathways counselor coaches each student to develop vital non-cognitive skills, further self-actualization, and perseverance, all critical to success after high school. Students analyze their personal strengths and weaknesses, strengthen their growth mindset, and practice goal-setting and planning. Students track their college readiness through milestones on Overgrad, where students house their college wish-lists, conduct college research, analyze Brooklyn Ascend High School historical acceptance data, manage college applications, and request teacher recommendations. Students share this information with their families during progress report conferences.

In addition to college counseling and the college seminar, BAHS supports a college-going culture through college visits. Students are exposed to college campuses through annual college trips, beginning in larger groups in freshman and sophomore year and becoming more individualized in junior and senior year.

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

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

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

College Preparation Goal Measure 1 - Absolute

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;

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- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam	36	19	53%
SAT	36	18	50%

College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2019	2022-23	63	49	77.8%
2020	2023-24	62	56	90.3%
2021	2024-25	36	35	97.22%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Brooklyn Ascend met the matriculation indicator, but did not meet the first absolute indicator. The other two indicators could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

EVALUATION OF THE COLLEGE PREPARATION GOAL

Most of our students in their second year passed at least three Regents exams, demonstrated college preparation on their SATs and AP exam performance. Reporting is not required for measures 2 and 3. 90.3% of graduating students matriculated to a college or university, compared to the target of 75%.

ADDITIONAL CONTEXT AND EVIDENCE

As discussed below, we are focused on improving data collection and standardization, and on expanding the focus of post-secondary programming to encompass a broader idea of success.

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

ACTION PLAN

We are refining and expanding our definitions of college preparation outcomes in order to improve data integrity and tracking systems around matriculation, persistence, and overall economic mobility. Our Pathways team continues to improve and standardize communication with our alumni base in order to improve data collection and data integrity. As we live our Ascend's purpose to unlock lives of boundless choice for students, focus has expanded somewhat to "postsecondary success," acknowledging that graduates may choose to follow pathways other than college and that Brooklyn Ascend High School should prepare them for whatever option they may choose. Our high school and network staff continue to refine how best to support students following other paths.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

As a network committed to diversity, equity, inclusion, and anti-racism (DEIA), we are focused on eradicating illiteracy to enable lives of boundless choice for all students. Our approach revolves around three pillars:

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

In the 2022-23 school year, Ascend piloted Science of Reading-based materials, including the Wilson Reading System and Success for All (SFA). Based on pilot outcomes, in 2023-24, we implemented SFA as the foundation for phonics and phonemic awareness instruction, utilizing leveled groups for differentiated learning. SFA's Kinder Phonics and FastTrack Phonics provide systematic, engaging, and flexible phonics instruction that prepares students to become confident readers, while offering structured guidance to teachers for planning effective lessons. The program integrates direct instruction with interactive tools, creating an engaging and effective learning environment.

This year, Ascend refined the implementation of SFA through data-driven practices to better meet the needs of every student. Additionally, we will launch RedThread Foundations and Knowledge, a rebranded version of our previous Insight Humanities curriculum. RedThread offers stronger K-8 alignment and integrated performance tracking.

- RedThread Knowledge: A multicultural, project-based reading and writing curriculum for K-8 that includes comprehensive lesson plans, thematic units, and inquiry-based projects.
- RedThread Foundations (K-2): A 45-minute block focusing on phonics and foundational literacy skills, supported by multicultural decodable texts.

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- RedThread Foundations (3-5): Builds on foundational skills while incorporating fluency and close reading, with explicit instruction on decoding and morphological awareness.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	88	0	0	0	0	0	0	88
4	93	1	1	0	0	0	0	95
5	89	0	1	0	0	0	2	92
6	96	0	4	0	0	0	0	100
7	107	0	0	0	0	0	2	109
8	82	0	2	0	0	1	1	86
All	555	1	8	0	0	1	5	570

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	88	54	61%	77	48	62%
4	93	76	82%	90	75	83%
5	89	66	74%	76	58	76%
6	96	64	67%	83	57	69%
7	107	70	65%	94	64	68%

⁶ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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8	82	67	82%	79	64	81%
All	555	397	72%	499	366	73%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
555	7%	22%	46%	26%

$$PI = 152$$

ELA Measure 3 - Comparative

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

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

2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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	Charter School Students In At Least 2 nd Year		All District Students from 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62%	48	42.60%	662
4	83%	75	45.00%	664
5	76%	58	37.2%	656
6	69%	57	40.0%	705
7	68%	64	50.2%	751
8	81%	64	54.9%	782
All	73%	366	45.3%	4220

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	93.7%	451.0	437.4	1.39
4	90.7%	452.0	439.0	1.24

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	92.1%	444.0	436.9	0.70
6	89.0%	449.0	438.0	1.14
7	87.9%	450.0	443.8	1.67
8	88.5%	459.0	444.3	1.49
All	90.4%	450.7	439.7	1.11

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.5	50.0
5	46.1	50.0
6	55.0	50.0
7	44.0	50.0
8	45.7	50.0
All	49.2	50.0

SUMMARY OF THE ELA GOAL

Brooklyn Ascend met all indicators except the absolute proficiency indicator.

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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

EVALUATION OF ELA GOAL

Students in at least their second year achieved a proficiency rate of 73%, up from approximately 60% in the prior year. The school met the MIP measure, achieving a PI of 152 which is the second year of improvement. Ascend Learning students continue to outperform students in the district.

On the absolute proficiency measure, grade 8 showed exceptional performance, surpassing other grades. Harmonization of the ELA curriculum as described in the Background section will contribute to greater consistency in performance across grades. The school met all other measures by a wide margin, including surpassing its district average by over 15 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

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

ELA ACTION PLAN

At Ascend, literacy is not just an academic goal—it is a social justice imperative. In SY25, we will continue to integrate the Science of Reading through our Success for All and RedThread programs. These

programs align with Scarborough’s reading rope model, where the strands of literacy development—phonics, fluency, comprehension—are intertwined to develop skilled readers.

Our focus is on rigorous, research-based practices that nurture critical thinking and build agency through diverse, high-quality texts. Teachers will center student voices and encourage inquiry, fostering a love of reading and lifelong learning. By prioritizing these goals, we aim to ensure students achieve above-grade-level outcomes and are empowered to take ownership of their learning beyond K-12 education, unlocking opportunities for a life of boundless choice.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	8	33	42%

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

¹² Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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2020	2023-2 4	75	10	27	42%
2021	2024-2 5	46	6	19	48%

High School ELA Measure 2 - Absolute

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

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-2 3	86	8	50	64%
2020	2023-2 4	75	10	62	96%
2021	2024-2 5	46	6	40	100%

High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	8	33	42.3%
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	8	50	64.1%
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Brooklyn Ascend met the second absolute measure, but did not meet the first absolute measures. The remaining measures could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	Did not meet

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	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

All of Ascend students scored at least a level 3 on the Regents English Common Core Exam by their Forth Year Accountability Cohort building on the progress made over the prior two cohorts far exceeding the target of 80%.

ACTION PLAN

Building on the strengths of Ascend’s Humanities program in grades 5-8, the high school English department offers four years of study using Fishtank Learning’s literature analysis curriculum focused on critical thinking, reading, and writing. Brooklyn Ascend High School also offers two Advanced Placement

English classes, AP Language and AP Literature, offered to students in grades 11 and 12. Students are also able to elect into additional humanities-based electives, including Slam Poetry, Dystopian Literature, and narrative non-fiction writing. At least 90% of 10th grade students will pass the New York State Regents exam in English by the end of 10th grade, and all students will pass by the end of 11th grade. In addition, we are committed to at least 90% of students earning 70% or higher in their coursework. Daily common planning time, extended learning blocks, and weekly teacher coaching are some of the key structures that will set the school up to meet these goals.

GOAL 4: MATHEMATICS

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

BACKGROUND

In SY23-24, Ascend's math instruction was built around three pillars:

- **Problem-based approach:** Engage students in active learning, where they do the majority of the thinking and problem-solving.
- **Discourse:** Build procedural fluency and conceptual understanding through student discussions.
- **Rigor:** Ensure tasks focus on procedural fluency, conceptual understanding, and real-world application.

Ascend introduced **Lavinia Group Math for Meaning Story Problems**, which improved math performance at leading NYC charter schools. We also embedded **TEACH Culturally Responsive Mathematics Teaching (CRMT)** into our lower and middle school math curricula, providing teachers with tools to plan and teach math through a culturally responsive lens. The **Illustrative Mathematics (IM)** curriculum, implemented in K-5, provides a robust progression of math skills, promoting inquiry-based learning and fostering critical thinking. In grades 6-8, students engage in Amplify Math, also built on the principals of IM.

In K-4, our math program utilizes the **Launch, Explore, Discuss (LED)** model, which guides students through concrete, pictorial, and abstract stages of learning. **Number Stories**, based on Cognitively Guided Instruction (CGI), allows students to engage with real-world story problems and develop fluency through problem-solving and peer discussion.

K-8 students are also assessed regularly through semi-weekly quizzes that cover current and previously explored content, ensuring teachers can address knowledge gaps through Response to Data (RTD) instruction.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

2024-25 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	Took Regents	
3	88	0	0	0	0	0	0	88	88
4	92	1	2	0	0	0	0	95	92
5	89	0	1	0	0	0	2	92	89
6	95	0	5	0	0	0	0	100	95
7	107	0	0	0	0	0	2	109	107
8	80	0	4	0	0	1	1	86	80
All	551	1	12	0	0	1	5	570	551

Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	88	65	74%	77	58	75%
4	92	81	88%	89	80	90%
5	89	57	64%	76	52	68%
6	95	47	49%	82	42	51%
7	107	74	69%	94	67	71%
8	80	56	70%	77	55	71%
All	551	380	69%	495	354	72%

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Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
551	8%	18%	44%	31%

$$PI = 153$$

Math Measure 3 - Comparative

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

METHOD

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

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students 2023-24	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75%	77	42.60%	662

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4	90%	89	45.00%	664
5	68%	76	49.8%	666
6	51%	82	46.0%	706
7	71%	94	52.0%	756
8	71%	77	47.1%	633
All	72%	495	51.4%	4141

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	93.7%	465.0	444.2	1.51
4	90.7%	464.0	447.1	1.07
5	92.1%	442.0	441.7	0.02
6	89.0%	447.0	443.2	0.28
7	87.9%	455.0	448.6	0.45
8	88.5%	458.0	441.5	0.99
All	90.4%	455.1	444.3	0.72

Math Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.0	50.0
5	25.2	50.0
6	51.3	50.0
7	44.9	50.0
8	38.6	50.0
All	42.2	50.0

SUMMARY OF THE MATHEMATICS GOAL

Brooklyn Ascend met the MIP measure and the comparative measures, but did not meet the absolute proficiency measure or the growth measure.

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

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

	higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Did not meet

EVALUATION OF THE MATHEMATICS GOAL

Students in at least their second year achieved a proficiency rate of 72% which is an increase from the prior year performance of 63.11%. The school met the MIP measure, demonstrating consistent improvement in the PI scores year over year. This success is partially attributable to the redesigned math curriculum in SY 2023-24. Ascend Learning students continue to outperform students in the comparative district. [Additional Context and Evidence](#)

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

MATHEMATICS ACTION PLAN

For SY25, we are reinforcing our instructional shifts by centering professional development on problem-based approaches, student discourse, and rigorous instruction. The consistent use of Illustrative Mathematics in K-5 and 9-11 and Amplify Math in grades 6-8 will ensure coherence across grade levels. Additionally, AP Precalculus and Calculus courses will reinforce the skills needed for advanced math in high school.

We will also expand math fluency instruction across grades, driven by data from last year’s K Counting Jar assessments. In G5-8, students will receive an additional math block focused on building number sense and foundational skills. This additional time was created to allow students additional time to apply the learning from their core Math course. To further support our educators, Teaching Lab consultants will provide ongoing professional development and coaching throughout the year to ensure high-quality instruction and effective data-driven practices.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	15	2	3%
2020	2023-24	75	40	3	9%
2021	2024-25	46	24	6	27%

High School Math Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	15	9	13%
2020	2023-24	75	40	33	94%
2021	2024-25	46	24	20	91%

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard

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(currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	15	2	2.8%
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

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

METHOD

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	15	9	12.7%
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Brooklyn Ascend met the second absolute measure, but did not meet the first. The remaining measures cannot be assessed.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Ascend continues to improve performance for all students, including those achieving the highest score on the regents exam.

ADDITIONAL CONTEXT AND EVIDENCE

The infeasibility of assessing Measures 7 and 8 for this cohort limits the insights the High School Math goal can provide about growth. As discussed below, we have set ambitious goals for the math program going forward.

ACTION PLAN

The mathematics program is tightly aligned with the Common Core and includes Algebra I, Geometry, Algebra II/Trigonometry, and Pre-Calculus. The school also offers courses in AP Calculus and AP Statistics. Beginning in SY24 Algebra I will use Amplify Math, Algebra II, and Geometry will be aligned to the Illustrative Math curriculum, while AP Pre-Calculus and AP Calculus will use internally-created materials that align to the scope and sequence defined by the College Board. All courses ensure a deep understanding of concepts and an ability to apply mathematical concepts to the real world. Students are also able to elect into an Algebra-aligned Financial Literacy class. At least 90% of 9th students will pass the New York State Regents exam in Algebra by the end of 9th grade, and all students will pass by the end of 11th grade. In addition, we are committed to at least 90% of students earning 70% or higher in their coursework. Daily common planning time, extended learning blocks, and weekly teacher coaching are some of the key structures that will set the school up to meet these goals.

GOAL 5: SCIENCE

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

BACKGROUND

Prior to SY24-25, Ascend's science curriculum was developed in-house, aligned with NGSS (Next Generation Science Standards), but needed stronger alignment to state-adapted standards and updates to the Science State Exams. Recognizing this, Ascend began the process of identifying a more robust, structured curriculum in SY24.

To launch SY24-25, Ascend fully adopted the Amplify Science curriculum for grades K-8. Amplify Science was selected to enhance inquiry-based learning through its integration of hands-on learning with literacy-rich activities. This curriculum empowers students to think, read, write, and argue like scientists, equipping them with the critical thinking and problem-solving skills necessary to explore and understand scientific phenomena. Amplify supports our goal of developing the whole child by providing multimodal learning opportunities throughout the year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	76	43	57%
8	N/A (Regents)	N/A (Regents)	N/A (Regents)
All	76	43	57%

Science Measure 2 - Comparative

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

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

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	76	43	57%			
8	N/A (Regents)	N/A (Regents)	N/A (Regents)	N/A (Regents)	N/A (Regents)	N/A (Regents)
All	76	43	57%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Brooklyn Ascend did not meet the absolute proficiency measure. The comparative measure could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did not meet

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
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EVALUATION OF THE SCIENCE GOAL

Brooklyn Ascend did not meet the absolute measure. 5th grade students achieved proficiency at a rate of 57% which is a dramatic improvement over the prior year. The comparative measure could not be assessed, as district comparison data was not available as of the time of writing.

ADDITIONAL CONTEXT AND EVIDENCE

Ascend administers the Living Environment Regents in 8th grade, in place of the state science exam. In SY 2024-25, 8th grade students achieved a Regents passing rate of 76%.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	100	48	48.00%
8	2023-24	Living Environment	90	56	62.22%
8	2024-25	Living Environment	78	59	76%

ACTION PLAN

In SY25, Ascend will continue to align science instruction with the **Amplify Science** curriculum across K-8. This curriculum ensures high-quality, rigorous instruction through its three-dimensional learning framework, which includes:

- **Disciplinary Core Ideas (DCIs):** The foundational scientific concepts students need to understand.
- **Science and Engineering Practices (SEPs):** Engaging students in hands-on scientific inquiry and experimentation.
- **Crosscutting Concepts (CCCs):** Linking ideas across different domains of science to provide a coherent understanding of the natural world.

This comprehensive approach will improve science instruction by preparing students for success on the 5th and 8th grade New York State Science Exams, while fostering deep critical thinking and inquiry skills.

Our data-driven approach allows teachers to differentiate instruction to meet the diverse needs of all students. Teachers are well-prepared to deliver lessons grounded in observable phenomena, encouraging students to actively engage with and explore scientific concepts. By leveraging data to inform instruction, we ensure that each student receives targeted support, resulting in stronger science outcomes and overall academic growth in SY25 and beyond.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	7	18	22.8%
2020	2023-24	75	18	52	91.2%
2021	2024-25	46	19	26	96%

High School Science Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Brooklyn Ascend met the absolute proficiency measure. The comparative measure could not be evaluated.

Type	Measure	Outcome
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Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Our students had the highest performance in science exams then ever before, continuing our improvements year over year.

ACTION PLAN

The High School Science curriculum in SY25 will focus on enhancing critical thinking, scientific literacy, and student engagement through a comprehensive, NGSS standards-aligned instructional framework. Our curriculum centers abstract reasoning, collaboration skills, students’ ability to learn from peers and through technology, and student flexibility as learners in a dynamic learning environment. Our curriculum ensures students can do this by engaging them in learning experiences that allow for dialogue around complex topics and ideas that can be explored from many angles and perspectives. An emphasis is placed on Science & Engineering Practices skill-building and ‘figuring out’ science rather than memorizing facts.

Our action plan aligns with NY State Science Learning Standards (NYSSLS) shifts. June 2025 will be the first administration of the new NYS Biology Regents exam aligned to NYSSLS. We are leveraging the New Visions for Public Schools published curriculum for HS Biology. This curriculum is fully aligned with NGSS and NYSSLS and centers student sense-making and skill development through inquiry and performance tasks. In 10th and 11th grade students will engage with fully NGSS-aligned chemistry and physics curriculum ahead of the planned SY26 shifts to NYS Regents exams. Our 12th grade students will utilize CodeHS curriculum for AP Computer Science Principles to prepare for the AP exam in May 2025. This curriculum is aligned to APCSP standards, provides students real-time feedback, and has built in quizzes and performance assessments to support student understanding and mastery of content. Along with this, students will utilize AP Classroom video and practice question resources to prepare for the multiple choice components of the exam.

The science team has also adopted department-wide non-fiction and graph annotation strategies for approaching rigorous, novel data sets and models. Each science teacher will receive a greater level of support in instructional planning and curriculum implementation. Each teacher will have a minimum of two touchpoints a week from a network Teaching and Learning Director. At least one touchpoint will be a one-on-one meeting focused on lesson plan internalization and practice. At least one touchpoint will be

a science department-wide meeting where a science-specific instructional skill is modeled, practiced, and implemented.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

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

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

Social Studies Measure 1 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2019	2022-23	86	7	1	1.3%
2020	2023-24	75	6	53	77%
2021	2024-25	46	6	28	65%

Social Studies Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	86	11	18	24%
2020	2023-24	75	19	50	89%
2021	2024-25	46	3	28	65%

Social Studies Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

Brooklyn Ascend met the two absolute measures. The comparative measures could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Brooklyn Ascend met the two absolute measures. The comparative measures could not be assessed. 76.8% of students with a valid score passed the US History Regents, and 89.2% of students with a valid score passed the Global History Regents, compared to the target of 75% for each. The comparative measures could not be assessed because district comparison data is not available as of the time of writing.

ADDITIONAL CONTEXT AND EVIDENCE

The infeasibility of assessing the comparative measure limits the insights the Social Studies goal can provide about growth. As discussed below, we have set ambitious goals for the social studies program going forward.

ACTION PLAN

The social studies curriculum in SY25 will focus on enhancing critical thinking, historical analysis, and student engagement through a comprehensive, standards-aligned instructional framework. Our action plan begins with integrating the AP Historical Thinking Skills, as this framework allows students to evaluate sources, make connections, and develop arguments based on evidence. By embedding these skills across the curriculum, we ensure that students are not only absorbing historical facts but also becoming proficient in analyzing causes, evaluating perspectives, and synthesizing information—skills that are essential for success in both academic and civic life. The history team has also adopted a department-wide annotation strategy for approaching primary and secondary sources. Additionally, the teachers will receive a greater level of support through the direct work of the network Director of High School History. They will participate in weekly department meetings and professional development opportunities in addition to weekly 1:1 planning opportunities.

In all grades, the curriculum has been updated to better support content mastery and acquisition of key content. Based on internal data, we determined that the curriculum in 9th grade required significant revision due to only ~10% of students scoring proficiency. We have transitioned the curriculum to a pre-AP aligned World History course, which supports critical thinking and inquiry-based learning. Both US History and Global History II are Regents aligned courses, utilizing an adapted version of the New Visions History Curriculum. In the 2324 school year, 60.53% of students passed the Global History and Geography II Regents and 57.41% of students passed the US History Regents. To reach greater levels of mastery, the curriculum has been revised to include more targeted writing instruction. In AP US History and AP US Government, the course has been revised to include greater levels of computer integration. This will help to support the new Computer Based Testing (CBT).

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Local Support and Improvement
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Ascend achieved an accountability status of Local Support and Improvement (good standing) for all three years and thus met this measure.