



CYPRESS HILLS ASCEND
LOWER SCHOOL

Cypress Hills Ascend Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Masci, Senior Manager of Strategic Initiatives for Ascend Learning, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Emmanuel Fordjour	Co-Chair	
Gamal Walker	Co-Chair, Interim Treasurer	Finance
Janai Jeter	Secretary	Academic
Jackie Wilson	Trustee	
Courtenaye Jackson	Trustee	
Gaby Ramos-Solomon	Trustee	
Anthony Rose	Trustee	
Taiesha Seales	Trustee	

Chatia Hill has served as interim principal of the lower school since August 2023.

Axel Nda has served as principal of the middle school since July 2022.

SCHOOL OVERVIEW

Cypress Hills Ascend Charter School (Cypress Hills Ascend) opened in 2018. We 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 2022-23 (SY23), Cypress Hills Ascend served students in grades K through 5. It comprised Cypress Hills Ascend Lower School (CHACS), serving grades K-4, and Cypress Hills Ascend Middle School (CHAMS), serving grade 5. As of BEDS Day in SY23, Cypress Hills Ascend enrolled 389 students.

Cypress Hills Ascend is located in New York City Community School District 19 (CSD 19). In SY23, 90 percent of Cypress Hills Ascend students were eligible for free and reduced-priced lunch, 75.4 percent were black or Latino, 12.1 percent were special education students, and 14.9 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
2020-21	67	78	78	63										286
2021-22	50	69	75	73	54									321
2022-23	55	59	68	72	76	59								389

GOAL 1: ENGLISH LANGUAGE ARTS

Cypress Hills 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 driven to eradicate illiteracy to enable lives of boundless choice for all of our students. These shifts revolve around three pillars:

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

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In the 2022-23 school year, Ascend began a shift toward Science of Reading-based curricular materials, piloting several different programs including the Wilson Reading System and Success for All. Based on the pilot results, starting in the 2023-24 school year, we will implement the Success for All program in foundational skills, including phonics, phonemic awareness, and shared stories in leveled groups. SFA's Kinder Phonics is a systematic, sequential phonics program that makes learning fun, fast, and easy. In addition to engaging instruction, students have daily opportunities to practice working on phonemic skills and strategies and apply what was learned when reading phonetically regular text. Kinder Phonics helps teachers develop confident, independent, strategic readers that are prepared for the first grade and beyond. SFA's FastTrack Phonics is a fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence, and word-level blending and segmenting. It can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group. During their 20-minute daily lessons, children master the basics of reading with phonemic awareness, letter-sound correspondence, word-level blending, and spelling practice. For teachers it provides detailed guides for each interactive session, making lesson planning a breeze. The program integrates direct teaching, using puppets, video, and colorful picture cards, with whole-class interaction and partner practice.

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. Additionally, read-aloud texts have been organized into themed text sets. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.

Also in the 2023-24 school year, we will expand our use of the Insight Humanities curriculum to 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.

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In the *Shared Text* component, implemented in grades 3-8, 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.

Small group instruction is taught in small groups of students who are focused on common skills, 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.

Ascend's middle school reading program, which begins in grade five, builds on learning in grades K-4 with continued use of the Insight Humanities curriculum. Using a diverse selection of engaging texts, students apply their close reading skills with the goal of arriving at the deepest level of meaning. This program provides students with multiple opportunities to practice their reading skills in different contexts, so they exceed standards of 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, a social justice unit focused on either a narrative, informational, or opinion text was added to each grade. In SY22, the ELA reading list was adjusted to increase student exposure to a diverse range of characters and authors, and project-based learning components were added to every grade.

In SY22, we adopted Renaissance Learning to reinvigorate our independent reading initiative. With the support of teachers, students are expected to select and read choice books throughout the day and each evening. Renaissance Learning provides metrics that can be used by families, students, teachers, and schools to track and target support as students explore new topics and stories. In addition to physical libraries, students will have access to nonfiction, fiction, and leveled current events.

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.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	62	0	1	0	0	0	2	65
4	62	1	1	0	0	0	6	70
5	56	0	2	0	0	0	0	58
All	180	1	4	0	0	0	8	193

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	62	41	66.1%	59	40	67.8%
4	62	30	48.4%	52	23	44.2%
5	56	30	53.6%	49	25	51.0%
All	180	101	56.1%	160	88	55.0%

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.²

¹ 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.

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67.8%	59	36.1%	1150
4	44.2%	52	46.0%	1182
5	51.0%	49	38.1%	1300
All	55.0%	160	40.0%	3632

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.

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 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	89.1%	39.1	32.9	0.33
4	85.4%	22.9	30.2	-0.41
All	87.5%	32.1	31.7	0.01

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2022-23, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

In the lower school, benchmark performance slightly decreased during the year, while in grade 5 it increased.

Grades	BM1	BM3	BM5
K	13.5%	42.9%	9.8%
1	38.2%	43.9%	17.5%
2	39.7%	12.5%	30.0%
3	7.8%	13.1%	25.0%
4	2.9%	6.7%	7.5%
CHACS	19.9%	23.0%	17.9%

Grades	BM1	BM3	BM5
5	10.5%	23.2%	41.4%
CHAMS	10.5%	23.2%	41.4%

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

SUMMARY OF THE ELA GOAL

The school met the comparative measure 4, but did not meet the other comparative measure or the absolute 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 English language arts exam for grades 3-8.	Did not met

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Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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.	Did not meet
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

On measure 3, students in all three testing grades outperformed their peers. Harmonization of the ELA curriculum as described in the Background section will contribute to greater consistency in performance across grades and also to improving Cypress Hills Ascend's performance on the effect size measure.

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, we believe that literacy is a critical social justice issue, and we focus our efforts accordingly. As discussed above in the "Background" section, we are continuing our work to integrate the Science of Reading into our literacy instruction. This includes fully implementing the Success for All program in foundational skills across our lower schools. We will also utilize the Insight Humanities curriculum in grades K-6, the Close Reading Mastery program in grades 2-8, and Fishtank ELA in grades 7-11.

GOAL 2: MATHEMATICS

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

BACKGROUND

Instructional shifts in math in school year 2023-24 will revolve around the following three pillars:

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1. *Problem-based approach: Create moments of active instruction, where students are doing most of the thinking and mental lift in the classroom.*
2. *Discourse: Develop procedural fluency and conceptual understanding through the discussion of ideas between students.*
3. *Rigor: Work that sets the bar for ensuring tasks and learning focus around procedural fluency, conceptual understanding, and application.*

The math curriculum features *Cognitively Guided Instruction (CGI)*. CGI has significantly improved performance at many leading New York City charter schools.

Across the K-8 math curriculum, Ascend has introduced the TEACH Culturally Responsive Mathematics Teaching (CRMT) framework. This framework centers math instruction around knowing and valuing every learner and is designed to ensure that every student can not only enjoy success with math, but also see math as a tool they can use to examine the world. The teaching and learning team has embedded principles of the CRMT into lower and middle school math curricula and provides a lesson analysis tool with each unit guide to help teachers apply these CRMT principles in their lesson plans and teaching practices.

Across grades K-5, Ascend will implement Illustrative Math as our core program. The Illustrative Mathematics curriculum offers a rigorous, engaging, and comprehensive program that fosters a deep understanding of math concepts and encourages critical thinking. Aligned with Common Core State Standards, it provides a logical progression of ideas from grade to grade, forming a robust foundation for future studies and life skills. This curriculum highlights math's practical relevance and encourages student-led learning, promoting active engagement and inclusivity for all students, regardless of their background or previous math experience. It includes diverse activities and assessments to address individual student needs, ensuring every student can flourish and reach their mathematical potential. Each lesson offers support for all learners, incorporating challenge questions for advanced students, and differentiated instruction for ELL/MLL students and those with learning differences.

All students in grades K-8 will also develop foundational skills in math fluency, such as number stories in K-4.

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 also reinforce fluency; students practice math routines to build automaticity in computation.

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Students also have daily practice with math routines that reinforce fluency; students practice math routines to build automaticity and efficiency in computation.

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

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.

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.

2022-23 State Mathematics 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	Took Regents	
3	64	0	1	0	0	0	0	N/A	65
4	67	0	2	0	0	0	1	N/A	70
5	58	0	0	0	0	0	0	N/A	58
All	189	0	3	0	0	0	1	N/A	193

Performance on 2022-23 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	64	50	78.1%	60	48	80.0%
4	67	40	59.7%	52	34	65.4%
5	58	29	50%	49	26	53.1%
All	189	119	63.0%	161	108	67.1%

Math Measure 2 - Absolute

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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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

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.

2022-23 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80.0%	60	43.6%	1206
4	65.4%	52	42.5%	1246
5	53.1%	49	39.4%	1334
All	67.1%	161	41.8%	3786

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.

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

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data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	88.9%	44.4	32.9	0.56
4	85.4%	27.1	28.6	-0.08
All	87.4%	36.9	31.0	0.29

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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Ascend schools evaluate student growth and achievement using our internal benchmark assessments. In school year 2022-23, five benchmark assessments were administered throughout the year. Students are assessed on *mastery*, which requires that a student score at least 80% correct.

Across grades, benchmark performance decreased during the year. Students in kindergarten showed the greatest decrease, while students in grades 3 and 4 increased somewhat.

Grades	BM1	BM3	BM5
K	89.6%	7.8%	21.6%
1	27.3%	3.6%	3.5%
2	16.1%	11.7%	10.2%
3	10.8%	19.2%	14.8%
4	10.1%	14.7%	29.4%
CHACS	27.4%	11.4%	16.4%

Grades	BM1	BM3	BM5
5	37.9%	31.4%	8.6%
CHAMS	37.9%	31.4%	8.6%

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During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

SUMMARY OF THE MATHEMATICS GOAL

The school met comparative measure 3, but just missed comparative measure 4 and did not meet the absolute 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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	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 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.	Did not meet
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

On measure 3, students in all three testing grades outperformed their district peers. On measure 4, grade 3 students performed well, but this was offset by lower performance among grade 4 students. Harmonization of the math curriculum as described in the Background section will contribute to greater consistency in performance across grades.

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

As discussed above in the “Background” section, Ascend is making three conceptual shifts in math instruction going into the 2023-24 school year, centering our professional development on developing a problem-based approach, discourse to develop fluency, and rigor of instruction. The Illustrative Math program used across K-5 and 9-11 will increase consistency of instruction, with a plethora of materials available to teachers to best support all learners. Amplify Math in grades 6-8 and AP Precalculus and Calculus in grade 12 will provide a coherent trajectory that reinforces the development of core math skills needed to ensure a life of boundless choice.

GOAL 3: SCIENCE

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

BACKGROUND

Since SY19, K-8 science units have been 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 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 with 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 act on social justice issues.

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

Beginning in SY23, we piloted two new middle school science components. First, we are using OpenSciEd in grades 6 and 7. Second, we offer a computer science elective.

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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.

The school did not administer the New York State Testing Program science assessment during the 2022-23 school year. The Grade 4 assessment was canceled at the state level.

Charter School Performance on 2022-23 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
4	0	N/A	N/A
All	0	N/A	N/A

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.

This measure cannot be evaluated as the school did not administer the science assessment.

2022-23 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
4	0	N/A	N/A	N/A	N/A	N/A
All	0	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The standard measures cannot be evaluated as the school did not administer the New York State Testing Program science assessment.

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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.	N/A
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

EVALUATION OF THE SCIENCE GOAL

The standard measures cannot be evaluated as the school did not administer the New York State Testing Program science assessment.

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.

The school administered internal benchmark exams in science in grade 5.

Grades	BM1	BM3	BM5
5	53.5%	89.5%	38.0%
CHAMS	53.5%	89.5%	38.0%

5th grade students showed significant growth between the first and third benchmarks, but did not perform as well on the fifth benchmark.

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

The school did not administer the Living Environment Regents as it did not serve students in grade 8.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
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8	2018-19				
8	2021-22				
8	2022-23				

ACTION PLAN

The cancellation of the grade 4 science assessment limits somewhat our insights into science performance. We continue to evaluate our science curriculum as we look forward to the new grade 5 assessment this school year.

GOAL 4: 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
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good standing ⁵

ADDITIONAL CONTEXT AND EVIDENCE

The school has maintained a "Good Standing" status during each year of the current Accountability Period.

⁵ This accountability status is preliminary.