



Manhattan Charter School 2

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Gianina Kesselman, HR and Finance Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Caitlin Conklin	Chair, Oversees all committees
Begaiym Edil	Treasurer, Finance Committee
Annabel Javier	Member, Nominating Committee
Megann McManus	Secretary, Nominating Committee
Andria Olson	Member, Finance Committee
Lauren Schwarz	Member, Education Committee

Amy Salazar has served as the school leader since August 2016.

SCHOOL OVERVIEW

Manhattan Charter School 2 (MCS2) is a small, K-5 charter school in Manhattan’s Lower East Side. As a replication of the established Manhattan Charter School, MCS2 has allowed us to provide a trajectory-changing education to twice as many students using the small-school model that has been the bedrock of MCS’ successful program. MCS2 opened in August 2012 and currently serves students in grades K-5.

The majority of MCS2 students are minority, live in the neighborhood, and qualify for free lunches. In 2019-20, 85% of students qualified for free and reduced priced lunches and 25% were identified as special education. Student demographics are representative of District 1 and NYS public school students as a whole.

MCS2’s unique educational program has a dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The school’s educational program is unlike any other on the Lower East Side and includes a particular focus on music. Our passion for music education is demonstrated by its commitment to daily music instruction for every student, beginning in Kindergarten. The school’s commitment to offering a balanced liberal arts education to every child extends beyond music. All students also take art, French, and movement. All of these programs are offered at no cost to families.

MCS2’s move to remote learning in March 2020 entailed utilizing Google Classroom and Zoom as our primary tools to deliver instruction and communicate with students and their families. Teachers facilitated all communication with students via Google Classroom; including morning messages, closing messages, work assignments, links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, read alouds, interactive learning activities, classroom collaboration and conversation and office hours for parents and other caretakers.

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
2015-16	43	46	49	39	27									204
2016-17	42	40	40	46	34	24								226
2017-18	28	30	40	32	34	23								187
2018-19	25	29	30	41	26	32								183
2019-20	21	24	26	29	32	21								153

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students' academic performance in ELA meets or exceeds local, state, and national standards.

BACKGROUND

The English Language Arts (ELA) curriculum and instruction at MCS2 are fully aligned to the New York State Next Generation Learning Standards.

Daily literacy instruction encompasses reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. During the course of this charter term, MCS2 shifted our ELA and literacy instruction program to fully implement Expeditionary Learning (EL) and WritingCity/Write Steps across grades K-5 and Wilson Foundations for grades K-2. In 2016-17, a new Early Childhood Specialist was hired to support students in grades K-2. We also added a Reading Teacher to support our struggling readers in all grades. An AIS provider was brought on for the 2016-17 school year. They join the existing, SETSS provider and Literacy Coach in working with teachers.

The daily literacy period includes time for shared and performance reading, interactive read alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques is used to teach spelling and decoding. Students in K-5 are taught specific reading skills and metacognitive strategies that enable them to construct meaning from both literary and non-fiction texts in all content areas. Students also develop rich language experiences through daily reading, writing, speaking, viewing and listening. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct and edit their writing daily. Authors who have been lauded with national and global recognition serve as mentors to our writers and readers. Mentor texts are used daily as source of discussion and inspiration, and teachers coach students to emulate the works they love.

MCS2's transition to remote learning in March 2020 included moving all ELA programming online. Teachers facilitated all communication with students via Google Classroom, including work

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assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, read alouds, interactive learning activities, and classroom collaboration.

METHOD

MCS2 assessments for ELA include Star 360 computer-based adaptive assessment (grades K-5), Fountas & Pinnell Benchmark Assessment System (grades K-5), Stanford 10 (new students, grades K-3), and Achieve 3000 (grades 2-5). Each assessment is typically administered three times in the year- at the beginning of the year (Fall), mid-year (Winter), and at the end of the year (Spring). However, due to the transition to remote learning in March 2020, MCS2 was not able to administer its end of year assessments.

RESULTS AND EVALUATION

The table below highlights the comparison of percentile ranks of students in grades 2-5 on the mid-year Star 360 ELA assessment between students who were enrolled at least two years (n=120) to all students tested (n=128). The percentile rank is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS2 uses Star 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

Manhattan Charter School 2 Percentile Rank STAR 360 ELA - Winter 2019-20				
	Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	-	-	-	-
1	-	-	-	-
2	46	27	49	24
3	54	35	55	30
4	45	43	44	43
5	51	23	51	23
Overall	49	128	50	120

Students in at least their second year of enrollment at MCS2 performed better or slightly better in Grades 2 and 3. In Grade 5, all students tested have been enrolled for at least two years.

The table below highlights the difference of Star 360 ELA assessment percentile ranks of students in grades 2-5 from the beginning of 2019-20 school year to the mid-year assessment. All grades had higher average reading percentiles in Winter compared to Fall 2019-20.

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Manhattan Charter School 2 Percentile Rank STAR 360 ELA – Fall and Winter 2019-20		
	Fall 2019-20 Percentile Rank	Winter 2019-20 Percentile Rank
2	43	46
3	47	54
4	43	45
5	49	51

Students in 2nd Grade showed substantial gains from the Fall STAR 360 exam to the Winter exam, gaining 7 percentile points. All grades showed some level of improvement.

The table below highlights the comparison of the percent proficient of students in grades 2-5 on the Achieve 3000 assessment between students who were enrolled at least two years (n=99) to all students tested (n=107). MCS2 uses Achieve 3000 to assess Lexile levels.

Manhattan Charter School 2 - Achieve 3000 Percentage Proficient				
	Percent Proficient	Total Test Takers	Percent Proficient: 2nd Year of Enrollment	Total Test Takers
2	23%	26	21%	24
3	31%	29	33%	24
4	10%	31	7%	30
5	24%	21	24%	21
Overall	21%	107	20%	99

Students in 3rd Grade, in at least their second year of enrollment at MCS 2, performed slightly better than their peer who have been enrolled for less time. In Grade 5, all students have been enrolled for at least 2 years.

The table below highlights the percentage of students who has moved reading levels from beginning to mid-year Fountas and Pinnell Reading Levels in the 2019-20 school year. MCS2 uses Fountas and Pinnell as a progress monitoring assessment to identify priority skills, including accuracy, fluency, and comprehension, and to determine guidance for independent and guided reading.

Manhattan Charter School 2 – Fountas and Pinnell Reading Levels				
	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	-	19%	29%	52%
1	-	-	48%	52%
2	-	16%	52%	32%
3	4%	36%	32%	29%
4	-	13%	29%	58%
5	5%	33%	38%	24%

ADDITIONAL EVIDENCE

The table below highlights the percentile ranks for students in grades 2-5 on the beginning of the year Star 360 ELA assessment for the 2018-19 school year as compared to the 2019-20 school year.

Manhattan Charter School 2 Percentile Rank STAR 360 ELA – Fall 2018-19 and Fall 2019-20		
	Fall 2018-19 Percentile Rank	Fall 2019-20 Percentile Rank
2	41	41
3	45	49
4	46	43
5	44	49

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Although MCS2 administered midyear progress-monitoring assessments, we were not able to administer any predictive assessments in the 2019-20 school year. Therefore, MCS2 is unable to measure achievement of its English Language Arts goal in the 2019-20 school year.

ACTION PLAN

To ensure that all MCS2 students are making substantial gains in ELA, MCS2 will continue to take specific steps to improve the academic performance for the 2020-21 school year, including continuing a partnership with Expeditionary Learning to provide extensive professional development on ELA instruction to teachers and using the Engage NY curriculum for ELA across all grades.

In addition, the school will continue to provide literacy coaching to raise the quality of ELA instruction across all grades. Teachers will continue to receive dedicated Professional Development during scheduled half-days (on average twice a month).

The Reading Specialist will continue to provide targeted, supplemental instruction for all struggling learning in 2020-21. All students who fell below the NYSED cut-point for AIS recommendation will receive small group tutoring and interventions. Students in Special Education will also receive additional time in small-group instruction in comparison to what they received in the previous year.

The school utilized new performance assessment tools in 2019-20, including Star 360 Reading, a reading inventory assessment program that will be administered up to three times per year, Fountas & Pinnell Benchmark Assessment System, Stanford 10, and Achieve3000, and will continue to use them in 2020-21. The school will continue to implement Pathblazer ELA for the AIS program.

At this time, MCS will not make any changes to the ELA curriculum due to remote learning, because the EL and Writing City curriculum providers have modified the curriculum to account for online learning. Our focus in 2020-21 will be ensuring that the remote learning is standardized across classrooms.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students' academic performance in math meets or exceeds local, state, and national standards.

BACKGROUND

The Mathematics curriculum and instruction at MCS2 are fully aligned to the New York State Next Generation Learning Standards. In Mathematics, daily instruction will include students reading, writing and discussing, critical thinking and problem solving. Instruction is based on Next Generation Learning Math standards and addressed using the JUMP Math curriculum across all grades, augmented by EngageNY Mathematics curriculum.

Problem solving is emphasized in Mathematics, as MCS2 students explore, guess, evaluate and re-evaluate solutions, gaining confidence in their ability to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching

and scaffolding of mathematical thinking processes. MCS2 students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

MCS2’s transition to remote learning in March 2020 included moving all math programming online. Teachers facilitated all communication with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, interactive learning activities, and classroom collaboration.

METHOD

MCS2 assessments for math include Star 360 computer-based adaptive assessment (grades K-5) and Stanford 10 (new students, grades K-3). Each assessment is typically administered three times in the year- at the beginning of the year (Fall), mid-year (Winter), and at the end of the year (Spring). However, due to the transition to remote learning in March 2020, MCS2 was not able to administer its end of year assessments.

RESULTS AND EVALUATION

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the Star 360 math assessment between students who were enrolled at least two years (n=117) to all students tested (n=131). The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS2 uses Star 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in math.

Manhattan Charter School 2 - Math Percentile Rank STAR 360 - Winter 2019-20				
	Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	-	-	-	-
1	54	22	58	16
2	57	26	59	24
3	59	29	59	24
4	50	33	49	32

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5	63	21	63	21
Overall	56	131	57	117

Students in at least their second year of enrollment at MCS performed better or slightly better in Grades 1 and 2. In Grade 5, all students have been enrolled for at least 2 years.

ADDITIONAL EVIDENCE

The table below highlights the percentile ranks for students in grades 1-5 on the beginning of the year Star 360 math assessment for the 2018-19 school year as compared to the 2019-20 school year.

Manhattan Charter School 2 Percentile Rank STAR 360 Math – Fall 2018-19 and Fall 2019-20		
	Fall 2018-19 Percentile Rank	Fall 2019-20 Percentile Rank
1	65	42
2	44	49
3	56	61
4	59	59
5	52	60

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Although MCS2 administered midyear progress-monitoring assessments, we were not able to administer any predictive assessments in the 2019-20 school year. Therefore, MCS2 is unable to measure achievement of its Mathematics goal in the 2019-20 school year.

ACTION PLAN

In 2020-21, MCS2 is continuing the use of JUMP Math across K – 5th grades, which the school fully adopted in the 2018-19 school year augmented by EngageNY Mathematics.

The school will utilize additional assessment tools for 2020-21 that will complement performance assessments already in place, including Star 360 Math, a math assessment program that will be administered up to three times per year, and Stanford 10. The school will also implement Pathblazers math for the AIS program.

At this time, MCS2 will not make any changes to the math curriculum due to remote learning, because the curriculum providers have modified the curriculum to account for online learning. Our focus in 2020-21 will be ensuring that the remote learning is standardized across classrooms.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students' academic performance in science meets or exceeds local, state, and national standards.

BACKGROUND

MCS2 Science instruction emphasizes scientific inquiry and student investigation of scientific concepts. During the charter term, as part of our ELA curriculum realignment and full adoption of Expeditionary Learning, Science instruction has been incorporated into Expeditionary Learning literacy units that are supplemented by FOSS and Picture Perfect.

Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS2 students explore key scientific concepts and principles in the physical and life sciences. MCS2 is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered via Expeditionary Learning with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses.

MCS2 students are given feedback on their performance in Science with a series of student interviews, portfolio assessments, and unit tests. MCS2 students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

MCS2's transition to remote learning in March 2020 included moving all science programming online. Teachers facilitated all communication with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, interactive learning activities, and classroom collaboration.

METHOD

MCS did not administer any formal assessments in Science in the 2019-20 school year. As stated above, teachers used embedded curricular unit tests to gauge student progress.

RESULTS AND EVALUATION

Since MCS2 did not administer any formal assessments in Science in the 2019-20 school year, we have no data from the 2019-20 school year to present.

ADDITIONAL EVIDENCE

Since MCS2 did not administer any formal assessments in Science in the 2019-20 school year, we have no data to compare with previous years.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

MCS2 is unable to measure achievement of its Science goal in the 2019-20 school year.

ACTION PLAN

MCS2 has maintained a high level of proficiency in Science, and updated its Science program in 2018-19 school year by adopting the Amplify Science curriculum, in order to improve its resources for teachers and to ensure alignment with the Next Generation Science Standards. MCS2 continues to engage a Science consultant to support 3rd and 4th Grade classroom teachers with the implementation of the science curriculum.

At this time, MCS2 will not make any changes to the Science curriculum due to remote learning, because the FOSS and Picture Perfect Science curriculum has modifications in the curriculum to account for online learning. Our focus in 2020-21 will be ensuring that the remote learning is standardized across classrooms.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

MCS2 was found to be in Good Standing as per the New York State Education Department. The school has consistently maintained this status over the past three years.

ADDITIONAL EVIDENCE

Over the past three years, the school has remained in good standing as determined by the New York State Education Department.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

