



Manhattan Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Gianina Kesselman, HR and Finance Manager, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Caitlin Conklin	Chair
Begaiym Edil	Treasurer
Annabel Javier	Member
Megann McManus	Secretary
Andria Olson	Member
Lauren Schwarz	Member

Genie DePolo has served as the school leader since July 2007.

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Manhattan Charter School (MCS) is a small, K-5 charter school in Manhattan's Lower East Side providing a trajectory-changing education using the small-school model. MCS opened in August 2006 and currently serves students in grades K-5.

The majority of MCS students are minority, live in the neighborhood, and qualify for free lunches. In 2018-19, 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.

MCS'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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	46	50	49	48	37	36								266
2015-16	46	48	47	45	44	32								262
2016-17	45	53	50	49	42	36								275
2017-18	44	42	50	49	35	36								256
2018-19	36	45	40	45	42	33								241

GOAL 1: ENGLISH LANGUAGE ARTS

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 MCS 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, MCS 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. A Reading Specialist was

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brought on for the 2017-2018 school year, joining the existing, SETSS provider and Literacy Coach in working with teachers and providing supplemental instruction.

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 are used to teach spelling and decoding. Students in K-5 are taught specific reading skills and metacognitive strategies which 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.

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	42	0	0	0	3	45
4	39	0	0	0	2	41
5	31	0	0	0	2	33
6						
7						
8						
All	112	0	0	0	7	119

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

The chart below highlights the comparison of results on the NYS ELA Exam between students who were enrolled at least two years (n=111) to all students tested (n=112).

Manhattan Charter School did not meet the 75% proficiency goal on the 2018-19 State English Language Arts Exam for students enrolled in at least their second year, falling short of the goal by 27 percentage points. At 63%, the 3rd Grade came closest to meeting the goal. At 28%, the 4th Grade students performed significantly lower than the other grades, and the school's instructional leaders are doing extensive reviews of the raw data to look for trends and instructional gaps to be addressed in the 2019-20 school year. Two 4th Grade teachers were new to the school, including one who is new to New York.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62%	42	63%	41
4	28%	39	28%	39
5	52%	31	52%	31
6				
7				
8				
All	47%	112	48%	111

ADDITIONAL EVIDENCE

Overall, the 2018-19 ELA exam scores are higher than 2017-18 for two of the three grades tested. For all students in 4th Grade and 4th Grade students enrolled in at least their second year, the rate of proficiency is 38 percentage points below 2017-18. Scores improved in 2018-19 for 3rd Grade with an increase of 22 percentage points for all students, and an increase of 25 percentage points for students enrolled in at least their second year. In 5th Grade, there was an increase of 5 percentage points for all students and for those enrolled in at least their 2nd year at the school.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69%	36	38%	39	63%	41
4	61%	38	66%	32	28%	39
5	39%	33	47%	34	52%	31
6						
7						

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8						
All	57%	107	50%	105	48%	111

Goal 1: Absolute Measure

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.

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 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 2018-19 English language arts MIP for all students of 105. 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.

RESULTS AND EVALUATION

Manhattan Charter School administered its state assessments in English language arts during the 2018-19 school year to 112 students. Of those 112 students, 53 (47%) achieved proficiency at a Level 3 or higher. When including students who demonstrated partial proficiency, 95 of the 112 tested students (85%) were able to score at a Level 2 or higher. As indicated in the chart below, the school's PI for 2018-19 is 136.5, exceeding the target by 31.5.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
112	15%	38%	38%	9%

$$\begin{array}{rcl}
 \text{PI} & = & 38 + 38 + 9 = 85 \\
 & & \quad \quad \quad + 38 + 9 = 47 \\
 & & \quad \quad \quad + (.5)*[9] = 4.5 \\
 & & \quad \quad \quad \text{PI} = 136.5
 \end{array}$$

Goal 1: Comparative Measure

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.

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.²

RESULTS AND EVALUATION

The chart below compares the results of Manhattan Charter School on the 2018-19 State English Language Arts Exam against New York City Community School District 1. Manhattan Charter School’s testing grades for the 2018-19 school year were 3rd through 5th Grade. MCS achieved a 48% proficiency (3 or higher) rate of students enrolled in at least their second year at the school, as compared to the 55% proficiency across NYC District 1.

For Grades 3 and 5, MCS surpassed CSD1 by 2 percentage points and 8 percentage points, respectively. However, Grade 4 was below CSD 1 by 31 percentage points. It is important to note that District 1 includes high-achieving, screened, gifted and talented schools (one of which draws citywide) and schools with very low populations of black and Hispanic students, neither of which are representative of Manhattan Charter School’s student population.

2018-19 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	Number Tested	Percent	Number Tested
3	63%	41	61%	675
4	28%	39	59%	678
5	52%	31	44%	694
6				
7				
8				
All	48%	111	55%	2,047

ADDITIONAL EVIDENCE

Although MCS saw slight decreases in overall ELA assessment proficiency from 2017-2019, it has remained mostly in line with New York City District 1. Grade 5 has shown continued improvement from 2017-2019, with Grade 5 outperforming the district in 2018-19 by 8 percentage points. Grade 3 also showed improvement from 2017-18 to 2018-19 by increasing 25 percentage points, placing Grade 3 slightly ahead of the district by 2 percentage points. However, Grade 4 showed a decline,

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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which resulted in lower performance than the district by 31 percentage points and brought MCS' overall proficiency down.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	69%	49%	38%	59%	63%	61%
4	61%	51%	66%	58%	28%	59%
5	39%	46%	47%	49%	52%	44%
6						
7						
8						
All	57%	48%	50%	55%	48%	55%

Goal 1: Comparative Measure

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 SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18, Manhattan Charter School exceeded the goal of an Effect Size of 0.3 by 0.39. Although the school only had an Effect Size of 0.04 for Grade 3, it had significantly higher Effect Sizes for Grades 4 and 5, with 1.14 and 1.15, respectively.

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2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.2	45	40.0	39.3	0.7	0.04
4	67.6	32	65.6	44.3	21.4	1.14
5	79.5	34	47.1	28.4	18.6	1.15
6						
7						
8						
All	79.2	111	49.5	37.4	12.2	0.69

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Although the Effect Size grew from 0.41 in 2015-16 to 1.59 in 2016-17, a difference of 1.18, it decreased in 2017-18 to 0.69.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	79%	115	44%	33%	0.41
2016-17	3-5	82.8%	110	57.2%	29%	1.59
2017-18	3-5	79.2%	111	49.5%	37.4%	0.69

Goal 1: Growth Measure³

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

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

Manhattan Charter School surpassed the statewide mean growth percentile by 2.9 points overall for ELA in 2017-18. For the 5th Grade, the state MGP was exceeded by 6.4 points. However, for the 4th Grade it fell short of the state MGP by only 0.8 points.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.2	50.0
5	56.4	50.0
6		50.0
7		50.0
8		50.0
All	<u>52.9</u>	50.0

ADDITIONAL EVIDENCE

The school has exceeded the state mean growth for both 4th and 5th Grades in the 2016-17 and 2017-18 school years. In 2016-17, we saw significant growth in both 4th Grade and 5th Grade (of 13 points and 10.5 points respectively) from 2016-17. Although we exceeded the state mean growth overall in 2017-18, by 2.9 points, we saw a decrease in the school’s MGP overall and in each grade, from 2016-17.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	53.5	66.5	49.2	50.0
5	56	66.5	56.4	50.0
6				50.0
7				50.0
8				50.0
All	54.8	66	52.9	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While Manhattan Charter School did not meet the Absolute Goal of 75% proficiency in ELA for all students enrolled in the school for two years, the school did meet the Absolute Goal for the Performance Index. In addition, the school met one of two comparative goals and the Growth Goal, as listed below.

⁴ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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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 Achieve
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.	Achieved
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.	Did Not Achieve
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. (Using 2017-18 results.)	Achieved
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. (Using 2017-18 results.)	Achieved

ACTION PLAN

To ensure that all MCS students are making substantial gains in ELA, MCS will continue to take specific steps to improve the academic performance for the 2019-20 school year, including beginning a new partnership with Expeditionary Learning and The Robin Hood Foundation to provide extensive professional development on ELA instruction to teachers and using the Engage NY curriculum for ELA across all grades. An additional Reading Specialist will also work exclusively with teachers providing individualized professional development in Reading.

In addition, the school will continue to employ a Literacy Coach to raise the quality of ELA instruction across all grades. Supporting the work of the Literacy Coach, 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 2019-20. 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 will utilize new performance assessment tools for 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. The school will also implement Pathblazer ELA for the AIS program.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

The Mathematics curriculum and instruction at MCS 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 Math standards and addressed using the EngageNY Mathematics curriculum across all grades, augmented by the supplemental instructional resources.

Problem solving is emphasized in Mathematics, as MCS 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. MCS 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.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	42	0	0	0	3	45

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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4	39	0	0	0	2	41
5	31	0	0	0	2	33
6						
7						
8						
All	112	0	0	0	7	119

RESULTS AND EVALUATION

The chart below highlights the comparison of results on the NYS Math Exam between students who were enrolled at least two years (n=111) to all students tested (n=112).

Manhattan Charter School did not meet the 75% proficiency goal on the 2018-19 State Math exam for students enrolled in at least their second year, falling short of the goal by 38 percentage points. At 48%, the 5th Grade came closest to meeting the goal. At 18%, the 4th Grade students performed significantly lower than the other grades, and the school's instructional leaders are doing extensive reviews of the raw data to look for trends and instructional gaps to be addressed in the 2019-20 school year.

Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45%	42	46%	41
4	18%	39	18%	39
5	48%	31	48%	31
6				
7				
8				
All	37%	112	37%	111

ADDITIONAL EVIDENCE

Based on comparisons of the data between this year and last, we noticed substantial growth in the 3rd Grade, with the percent at proficiency increasing from 31% in 2017-18 to 45% in 2018-19 for all students tested, and the percent proficient increasing from 33% in 2017-18 to 46% in 2018-19 for student enrolled in at least their second year at the school. The 5th Grade saw a slight decrease from 53% to 48% for all students tested, all of whom are also enrolled in the second year at the school. However, 4th Grade for all students tested, all of whom are also enrolled in the second year at the school students, saw a significant decrease from the previous year of 63 percentage points. As referenced earlier, this drop (and ELA for the same grade) is of grave concern to school leadership, and every effort is being made to use the data to determine which specific skills and content areas are the greatest areas of weakness, as well as to provide extensive support to the 4th

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Grade team and rapid remediation for the students as they are now being asked to move to master 5th Grade learning standards.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	36%	36	33%	39	46%	41
4	63%	38	81%	32	18%	39
5	48%	33	53%	34	48%	31
6						
7						
8						
All	50%	107	54%	105	37%	111

Goal 2: Absolute Measure

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 2018-19 mathematics MIP for all students of 107. 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.

RESULTS AND EVALUATION

A total of 37% of all MCS students achieved proficiency on the math assessment learning standards. When including students nearing proficiency (Level 2), that number is almost doubled to 72%. As a result, the PI value for MCS is 114.5, which exceeds the state's 2018-19 Measure of Interim Progress.

Mathematics 2018-19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
112	29%	35%	26%	11%

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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 35 & + & 26 & + & 11 & = & 72 \\
 & & & & 26 & + & 11 & = & 37 \\
 & & & & & + & (.5)*[11] & = & 5.5 \\
 & & & & & & \text{PI} & = & 114.5
 \end{array}$$

Goal 2: Comparative Measure

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 the performance of tested students enrolled in at least their second year to that of 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.⁶

RESULTS AND EVALUATION

The chart below compares the results of Manhattan Charter School on the 2018-19 State Math Exam against New York City Community School District 1. MCS achieved a 37% proficiency rate of students enrolled in at least their second year at the school, as compared to the 55% proficiency across NYC District 1.

2018-19 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	Number Tested	Percent	Number Tested
3	46%	41	61%	686
4	18%	39	53%	678
5	48%	31	51%	690
6				
7				
8				
All	37%	111	55%	2,054

ADDITIONAL EVIDENCE

Manhattan Charter School consistently exceeded or was in line with the district for all grades levels in the 3rd through 5th Grade Math assessments in 2016-17 and 2017-18. In 2018-19, the school was

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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in line with the district for 5th Grade, however, it was below in Grades 3 and 4, and subsequently below the district overall for all grades 3-5. It is important to note that District 1 includes high-achieving, screened, gifted and talented schools (one of which draws citywide) and schools with very low populations of black and Hispanic students, neither of which are representative of Manhattan Charter School's student population.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	36%	52%	33%	56%	46%	61%
4	63%	50%	81%	47%	18%	53%
5	48%	49%	53%	52%	48%	51%
6						
7						
8						
All	50%	50%	54%	52%	37%	55%

Goal 2: Comparative Measure

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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18, Manhattan Charter School exceeded the goal of an Effect Size of 0.3 by 0.35. Although the school had a negative Effect Size for Grade 3, it had significantly higher Effect Sizes for Grades 4 and 5, with 1.84 and 1.05, respectively.

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2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.2	45	31.1	42.1	-11.0	-0.51
4	67.6	32	81.3	44.5	36.8	1.84
5	79.5	34	52.9	33.5	19.4	1.05
6						
7						
8						
All	79.2	111	52.3	40.2	12.1	0.65

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Although the Effect Size grew slightly from 0.91 in 2015-16 to 0.93 in 2016-17, it decreased in 2017-18 to 0.65. However, the actual percent of students proficient increased from 50.7% in 2016-17 to 52.3% in 2017-18.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	79%	115	50%	33%	0.91
2016-17	3-5	82.8%	110	50.7%	32.6%	0.93
2017-18	3-5	79.2%	111	52.3%	40.2%	0.65

Goal 2: Growth Measure⁷

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

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students'

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Manhattan Charter School surpassed the statewide mean growth percentile by 12.5 points overall for Math in 2017-18. For the 4th Grade, the state MGP was exceeded by 36.4 points, and in 5th Grade, the MGP was lower than the state MGP by 10 points.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	86.4	50.0
5	40	50.0
6		50.0
7		50.0
8		50.0
All	62.5	50.0

ADDITIONAL EVIDENCE

With the exception of 5th Grade in 2016-17 and 2017-18, MCS has consistently surpassed the state mean growth percentile for the past three years by between 9 and 36.4 points. The largest difference between the state MGP and MCS is 4th Grade in 2017-18, a total of 36.4 points difference.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	64.5	81.0	86.4	50.0
5	59.0	36.5	40	50.0
6				50.0
7				50.0
8				50.0
All	61.75	61.0	62.5	50.0

SUMMARY OF THE MATHEMATICS GOAL

While Manhattan Charter School did not meet the Absolute Goal of 75% proficiency in Mathematics for all students enrolled in the school for two years nor the Comparative Goal against NYC District 1,

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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it did meet the Comparative Effect Size Goal, the Absolute Goal related to the school's aggregate PI as the Measure of Interim Program, as well as the Growth Goal.

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 Achieve
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.	Achieved
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.	Did Not Achieve
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. (Using 2017-18 results.)	Achieved
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. (Using the 2017-18 results.)	Achieved

ACTION PLAN

In 2019-20, MCS is continuing the use of EngageNY Mathematics across K – 5th grades, which the school fully adopted in the 2018-19 school year. A math consultant will continue to coach teachers in developing strategies to work with all students.

The school will utilize additional assessment tools for 2019-20 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.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

MCS 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

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Expeditionary Learning, Science instruction has been incorporated into Expeditionary Learning literacy units. In 2018-19, MCS began using Amplify Science for the Science curriculum, which is aligned to the Next Generation Science Standards.

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, MCS students explore key scientific concepts and principles in the physical and life sciences. MCS 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.

MCS students are given feedback on their performance in Science with a series of assessment forms and will participate in individual student interviews, portfolio assessments, summative and embedded formative assessments. MCS 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.

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Manhattan Charter School has maintained a consistent population of students, with no new students enrolled following the start of 3rd Grade. As a result, all students taking the 4th Grade Science assessment have been enrolled in at least their 2nd year at MCS when taking the assessment. With 95% of MCS students receiving Level 3 or 4 scores, we far exceeded the goal of 75% proficiency for students enrolled in at least their second year on the Science exam.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	95%	39
8		
All	95%	39

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ADDITIONAL EVIDENCE

MCS has maintained an effective Science program as evidenced by the consistently high proficiency levels on the 4th Grade Science exam for the past 3 years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97%	38	100%	35	95%	39
8						
All	97%	38	100%	35	95%	39

Goal 3: Comparative Measure

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.

METHOD

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. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The data table below shows the comparison of students at MCS for at least their second year and the overall district proficiency, using 2017-18 District data as 2018-19 is currently unavailable. With 95% of students scoring a Level 3 or 4 on the Science exam, MCS anticipates that it will surpass the District in 2018-19.

2018-19 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students ⁹

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95%	39	85%	737
8				
All	95%	39	85%	737

ADDITIONAL EVIDENCE

The data table below shows the comparison of students at MCS for at least their second year and the overall district proficiency. MCS exceed the District for both 2016-17 and 2017-18. Please note that District scores are not yet available for 2018-19.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	97%	91%	100%	85%	95%	N/A
8						
All	97%	91%	100%	85%	95%	N/A

SUMMARY OF THE SCIENCE GOAL

With 95% of 4th Graders reaching proficiency on the 2018-19 Science exams, Manhattan Charter School has achieved both the Absolute and Comparative Goals below.

Type	Measure	Outcome
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 examination.	Achieved
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.	Achieved

ACTION PLAN

Although MCS has maintained a high level of proficiency in Science, the school 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. As we did in 2018-19, MCS will engage a Science consultant to support 3rd and 4th Grade classroom teachers with the implementation of the science curriculum.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: 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

MCS 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
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing