



## Manhattan Charter School

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 12, 2018

By Manhattan Charter School

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Gianina Kesselman, HR and Finance Manager, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joy Elaine Daley	Chair
Ben Breen	Vice Chair, Finance Committee
William Colavito	Treasurer, Finance Committee
Caity Conklin	Secretary, Nominating Committee
Kathleen Cudahy	Member, Nominating Committee
Annabel Javier	Member

**Genie DePolo has served as the school leader since July 2006.**

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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 MCS2 students are minority, live in the neighborhood, and qualify for free lunches. In 2017-18, 83% of students qualified for free and reduced priced lunches and 20% 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 schools' 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
2013-14	48	47	48	42	37	38								260
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

## 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. An AIS provider was

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brought on for the 2016-2017 school year. They join the existing, SETSS provider and Literacy Coach in working with teachers. A mandatory independent reading block was added in grades K through 5 to support student in building reading stamina. Teacher received extensive PD to enhance their conferencing tactics during the independent reading block, allowing them to support students with individual reading goals.

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 3<sup>rd</sup> through 5<sup>th</sup> grade in April 2018. 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).

2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	45	0	0	0	4	49

<sup>1</sup> 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	32	0	0	0	4	36
5	34	0	0	0	3	37
6						
7						
8						
All	111	0	0	0	11	122

### 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=105) to all students tested (n=111).

Manhattan Charter School did not meet the 75% proficiency goal on the 2017-18 State English Language Arts Exam for students enrolled in at least their second year.

#### Performance on 2017-18 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	40%	45	38%	39
4	66%	32	66%	32
5	47%	34	47%	34
6				
7				
8				
All	50%	111	50%	105

### ADDITIONAL EVIDENCE

Overall, the 2017-18 ELA exam scores are higher than 2016-17 for two of the three grades tested. For all students in 3<sup>rd</sup> grade, the rate of proficiency for 3<sup>rd</sup> Grade is 29 percentage points below 2016-17. For 3<sup>rd</sup> Grade students enrolled in at least their second year, there is a difference of 31 percentage points from 2016-17. Scores improved in 2017-18 for 4<sup>th</sup> Grade with an increase of 5 percentage points for all students and students enrolled in at least their second year. In 5<sup>th</sup> Grade, there was an increase of 8 percentage points for all students and for those enrolled in at least their 2<sup>nd</sup> year at the school. Please note that 2016-17 was the first year that MCS completed the Accountability Plan Progress Report and therefore, data for 3<sup>rd</sup> Grade students enrolled in their second year is unavailable.

#### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

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3			69%	36	38%	39
4	41%	34	61%	38	66%	32
5	50%	24	39%	33	47%	34
6						
7						
8						
All			57%	107	50%	105

### 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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 2017-18 school year to 111 students. Of those 111 students, 55 (50%) achieved proficiency at a Level 3 or higher. When including students who demonstrated partial proficiency, 97 of the 111 tested students (87%) were able to score at a Level 2 or higher. As indicated in the chart below, the school's PI for 2017-18 is 144.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
111	13%	38%	33%	16%

$$\begin{aligned}
 \text{PI} &= 38 + 33 + 16 = 87 \\
 & \quad \quad \quad + 33 + 16 = 49 \\
 & \quad \quad \quad + (.5) * [16] = 8 \\
 & \quad \quad \quad \text{PI} = 144
 \end{aligned}$$

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### 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.<sup>2</sup>

### RESULTS AND EVALUATION

The chart below compares the results of Manhattan Charter School on the 2017-18 State English Language Arts Exam against New York City Community School District 1. Manhattan Charter School's testing grades for the 2017-18 school year were 3<sup>rd</sup> through 5<sup>th</sup> grade. MCS achieved a 50% 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 4, MCS surpassed CSD1 by 8 percentage points. However, Grades 3 and 5 were below CSD 1 by 21 and 2 percentage points respectively. 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.

2017-18 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	38%	39	59%	688
4	66%	32	58%	702
5	47%	34	49%	669
6				
7				
8				
All	50%	105	55%	2,059

<sup>2</sup> 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](#).

## ADDITIONAL EVIDENCE

From 2015-2017, MCS saw continued improvement when compared to New York City District 1, Between the 2014-15 school year and the 2016-17 school year, MCS improved its overall ELA assessment proficiency by 33 percentage points (2015-24% vs. 2017 – 57%) while in contrast, the district improved by 10 percentage points in this same period. (2015-38% vs. 2017 – 48%). In 2017-18, the district improved by 7 percentage points overall while MCS decreased by seven percentage points overall.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	42%	48%	69%	49%	38%	59%
4	41%	41%	61%	51%	66%	58%
5	50%	41%	39%	46%	47%	49%
6						
7						
8						
All	44%	42%	57%	48%	50%	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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

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### RESULTS AND EVALUATION

During the 2016-17 school year, Manhattan Charter School made significant progress over the previous year (2015-16) in ELA thus improving the school's overall comparative performance, exceeding the goal of an Effect Size of .3 by 1.29.

#### 2016-17 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	85.1	39	69	31.2	37.8	2.05
4	79.5	38	61	31.3	29.7	1.62
5	83.8	33	39	23.8	15.2	1.01
6						
7						
8						
All	<b>82.8</b>	<b>110</b>	<b>57.2</b>	<b>29</b>	<b>28.2</b>	<b>1.59</b>

#### School's Overall Comparative Performance:

*Higher than expected to large degree*

### ADDITIONAL EVIDENCE

Data pertaining to the Effect Size is unavailable for 2014-15 as 2015-16 is the first year this data was reported to the school and included in this report. As an indicator of the academic gains made by the school in the 2016-17 school year, the Effect Size grew from .41 in 2015-16 to 1.59 in 2016-17, a difference of 1.18.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16	3-5	79%	115	44%	33%	.41
2016-17	3-5	82.8%	110	57.2%	29%	1.59

#### Goal 1: Growth Measure<sup>3</sup>

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

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

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the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

Manhattan Charter School surpassed the statewide median growth percentile by 16 points overall for ELA in 2016-17. For the 4<sup>th</sup> Grade, the state median MGP was exceeded by 16.5 points, and in 5<sup>th</sup> Grade by 15.5 points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	66.5	50.0
5	65.5	50.0
6		50.0
7		50.0
8		50.0
All	<b>66</b>	50.0

### ADDITIONAL EVIDENCE

The 5<sup>th</sup> grade mean growth percentile was mostly aligned with the state median for the 2014-2015 school year, but the 4<sup>th</sup> Grade exceeded the state median by 16.5 points that same year. The school has otherwise exceeded the state median for both 4<sup>th</sup> and 5<sup>th</sup> grade in the 2016 and 2017 school years. In 2015-16, we saw growth in 5<sup>th</sup> Grade (from 49.5 to 56 = 6.5 percentage points) but a decline in 4<sup>th</sup> Grade (from 66.5 to 53.5 = -13 points.) However, both 4<sup>th</sup> Grade and 5<sup>th</sup> Grade saw significant growth (of 13 points and 10.5 points respectively) from 2015-16 to 2016-17.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	66.5	53.5	66.5	50.0
5	49.5	56	65.5	50.0
6				50.0
7				50.0
8				50.0
All	58.0	54.8	66	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

**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 or the Comparative Goal against NYC CSD 1, it did meet the Growth Goal and the Comparative Effect Size Goal. We cannot yet assess whether or not we met the Absolute Goal related to the school’s aggregate PI as the Measure of Interim Progress has not yet been set by the State Education Department.

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.	Cannot Yet be Measured
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 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 2018-19 school year, including the full adoption of Engage NY for ELA across all grades. This schoolwide initiative, beginning with Kindergarten through fourth grade, will reinforce and more effectively build upon comprehensive student learning from grade to grade.

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 AIS/SETTS provider hired for the 2017-18 school will continue to provide targeted, supplemental instruction for all struggling learning in 2018-19. 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.

To increase and extend instructional hours in ELA, Grades 3 -5 will continue to have a mandatory independent reading block to build reading stamina. Teachers received extensive training to enhance their conferencing tactics during the independent reading block, allowing them to support students with individual reading goals. In addition, a mandatory extended day for testing grades

will also continue to be in effect. Beginning in November and running to April, 3<sup>rd</sup> and 4<sup>th</sup> graders will receive an additional 45 minutes of instruction four days a week (Monday, Tuesday, Thursday and Friday).

Finally, the school will utilize additional assessment tools for 2018-19 that will complement performance assessments already in place, including STEP, a reading inventory assessment program that will be administered up to four times per year.

## 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 Gen Math standards and addressed using Junior Under-discovered Math Prodigies ("JUMP Math") across all grades, augmented by the EngageNY Mathematics curriculum to ensure alignment.

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 3<sup>rd</sup> through 5<sup>th</sup> grade in April 2018. 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

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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.

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	45	0	0	0	4	49
4	32	0	0	0	4	36
5	34	0	0	0	3	37
6						
7						
8						
All	111	0	0	0	11	122

### 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=105) to all students tested (n=111). Manhattan Charter School did not meet the 75% proficiency goal on the 2017-18 State Math Exam.

Performance on 2017-18 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	31%	45	33%	39
4	81%	32	81%	32
5	53%	34	53%	34
6				
7				
8				
All	52%	111	54%	105

### ADDITIONAL EVIDENCE

Based on comparisons of the data between this year and last, we noticed substantial growth in the 4<sup>th</sup> Grade, with the percent at proficiency increasing from 63% in 2016-17 to 81% in 2017-18 for all students tested, all of whom are enrolled in at least their second year at the school. The 5<sup>th</sup> Grade also saw an increase from 48% to 53% for all students tested, all of whom are also enrolled in the

<sup>5</sup> 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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second year at the school. For 3<sup>rd</sup> grade students enrolled in at least their second year, the decrease from the previous year is 3 percentage points.

Please note that 2016-17 was the first year that MCS completed the Accountability Plan Progress Report and therefore, data for 3<sup>rd</sup> Grade students enrolled in their second year is unavailable for 2015-16. All students in Grades 4 and 5 in that year had been enrolled for at least two years.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			36%	36	33%	39
4	71%	34	63%	38	81%	32
5	47%	38	48%	33	53%	34
6						
7						
8						
All			50%	107	54%	105

#### 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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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 52% of all MCS students achieved proficiency on the math assessment learning standards. When including students nearing proficiency (Level 2), that number is increased to 74%. As a result, the PI value for MCS is 140. We are not yet able to determine whether or not we have exceeded the Measure of Interim Progress.

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### Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
111	26	22	24	28

$$\begin{aligned}
 \text{PI} &= 22 + 24 + 28 = 74 \\
 &= 24 + 28 = 52 \\
 &= (.5) * 28 = 14 \\
 \text{PI} &= 140
 \end{aligned}$$

### 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.<sup>6</sup>

### RESULTS AND EVALUATION

The chart below compares the results of Manhattan Charter School on the 2017-18 State Math Exam against New York City Community School District 1. MCS achieved a 54% proficiency rate of students enrolled in at least their second year at the school, as compared to the 52% proficiency across NYC District 1.

### 2017-18 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	39	56%	710
4	81%	32	47%	741
5	53%	34	52%	714
6				
7				
8				
All	<b>54%</b>	105	<b>52%</b>	2,165

<sup>6</sup> 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](#).

## ADDITIONAL EVIDENCE

Manhattan Charter School has consistently exceeded or been in line with the district for all grades levels in the 3<sup>rd</sup> through 5<sup>th</sup> grade math assessments over the past three years. 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	37%	51%	36%	52%	33%	56%
4	71%	46%	63%	50%	81%	47%
5	47%	45%	48%	49%	53%	52%
6						
7						
8						
All	50%	47%	50%	50%	54%	52%

### 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 2016-17 results, the most recent Comparative Performance Analysis available.

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### RESULTS AND EVALUATION

During the 2016-17 school year, Manhattan Charter School made significant progress over the previous year (2015-16) in Math thus improving the school's overall comparative performance, exceeding the goal of an Effect Size of 0.3 by 0.63. These results demonstrate that MCS is making substantial progress toward the goal of proficiency in the state's Math learning standards.

#### 2016-17 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	85.1	39	41	36.4	4.6	0.22
4	79.5	38	63	31.8	31.2	1.58
5	83.8	33	48	29	19.0	1.03
6						
7						
8						
<b>All</b>	<b>82.8</b>	<b>110</b>	<b>50.7</b>	<b>32.6</b>	<b>18.1</b>	<b>0.93</b>

#### School's Overall Comparative Performance:

*Higher than expected to a large degree*

### ADDITIONAL EVIDENCE

Data pertaining to the Effect Size is unavailable for 2014-15 as 2015-16 is the first year this data was reported to the school and included in this report. As an indicator of the academic gains made by the school in the 2016-17 school year, the Effect Size grew slightly from 0.91 in 2015-16 to 0.93 in 2016-17.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16	3-5	79%	115	50%	33%	0.91
2016-17	3-5	82.8%	110	50.7%	32.6%	0.93

#### Goal 2: Growth Measure<sup>7</sup>

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.

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

## 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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>8</sup>

## RESULTS AND EVALUATION

Manhattan Charter School surpassed the statewide median growth percentile by 11 points overall for Math in 2016-17. For the 4<sup>th</sup> Grade, the state median MGP was exceeded by 31 points, and in 5<sup>th</sup> Grade, the MGP was lower than the state median by 13.5 points.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	81	50.0
5	36.5	50.0
6		50.0
7		50.0
8		50.0
All	<b><u>61</u></b>	50.0

## ADDITIONAL EVIDENCE

With the exception of 5<sup>th</sup> Grade in 2016-17, MCS has consistently surpassed the state median percentile for the past three years by between 9 and 31 points. The largest difference between the state MGP and MCS is 4<sup>th</sup> Grade in 2016-17, a total of 31 points difference.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	63.5	64.5	81.0	50.0
5	70.5	59.0	36.5	50.0
6				50.0
7				50.0

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

8				50.0
All	67.0	61.75	61.0	50.0

### SUMMARY OF THE MATHEMATICS 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, it did meet the Growth Goal, the Comparative Effect Size Goal, and the Comparative Goal against NYC District 1. We cannot yet assess whether or not we met the Absolute Goal related to the school’s aggregate PI as the Measure of Interim Program has not yet been set by the State Education Department.

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.	Cannot Yet be Measured
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.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 results.)	Achieved

### ACTION PLAN

In 2018-19, MCS is continuing the use of Jump Math across K – 5<sup>th</sup> grades, adopted by the school beginning with the 2016-17 year. A math consultant will continue to work with teachers in implementing Jump Math and developing strategies to work with all students.

To extend and increase instructional hours, a mandatory extended day for testing grades will also continue to be in effect. Beginning in November and running to April 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will receive an additional 45 minutes of instruction four days a week (Monday, Tuesday, Thursday and Friday).

## GOAL 3: SCIENCE

### Goal 3: Science

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

### BACKGROUND

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 EL, 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, 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 4<sup>th</sup> Grade in spring 2018. 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 Schools has maintained a consistent population of students, with no new students enrolled following the start of 3<sup>rd</sup> Grade. As a result, all students taking the 4<sup>th</sup> grade science assessment have been enrolled in at least their 2<sup>nd</sup> year at MCS when taking the assessment. With 100% 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.

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### Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All MCS Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	35	100%	35
8				
All	100%	35	100%	35

### ADDITIONAL EVIDENCE

MCS has maintained an effective Science program as evidenced by the consistently high proficiency levels on the 4<sup>th</sup> 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					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	34	97%	38	100%	35
8						
All	100%	34	97%	38	100%	35

### 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 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** 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 2016-17 District data as 2017-18 is currently unavailable. With

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

100% of students scoring a Level 3 or 4 on the Science exam, MCS anticipates that it will surpass the District in 2017-18.

### 2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	35	91%	580
8				
All	100%	35	91%	580

### 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 2015-16 and 2016-17. Please note that District scores are not yet available for 2017-18.

### 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100%	92%	97%	91%	100%	N/A
8						
All	100%	92%	97%	91%	100%	N/A

### SUMMARY OF THE SCIENCE GOAL

With 100% of 4<sup>th</sup> Grades reaching proficiency on the 2017-18 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
	[Write in optional measure here]	

<sup>9</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

### ACTION PLAN

Given the high level of proficiency in Science, the school has not made any changes to the Science program for the 2018-19 school year. As we did in 2017-18, MCS will engaged a Science consultant to support 3rd and 4<sup>th</sup> 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
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing