



## Manhattan Charter School

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Gianina Kesselman, HR and Finance Manager, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Caitlin Conklin	Chair	Oversees all committees
Begaiym Edil	Treasurer	Finance
Annabel Javier	Member	Nominating
Megann McManus	Secretary	Nominating
Andria Olson	Member	Finance
Lauren Schwarz	Member	Education

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

## SCHOOL OVERVIEW

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 2005 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 2020-21, 91% of students qualified for free and reduced priced lunches and 26% 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.

MCS delivered a hybrid model for the 2020-21 school year, utilizing Google Classroom and Zoom as our primary tools to deliver remote instruction and to communicate with students and their families. Teachers facilitated communication with remote students via Google Classroom; including morning messages, closing messages, work assignments, links to resources, and as a platform for questions and answers. In addition, teachers used Zoom to facilitate lessons, read alouds, interactive learning activities, classroom collaboration and conversation, and office hours for parents and other caretakers.

MCS implemented multiple strategies to support students’ and families’ social, mental, and emotional health during the 2020-21 school year. All students were assigned to one staff member, responsible for regular check-ins with the student. The school psychologist or counselor called the families on a weekly or bi-weekly basis. In addition, teachers utilized Responsive Classroom techniques and implemented morning meetings and closing circles to further a sense of community and support. MCS held three parent-teacher conferences throughout the school year. Finally, the McKinney-Vento liaison, who also serves at the Attendance Coordinator, monitored attendance and promptly followed up with families of absent students.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	45	53	50	49	42	36								275
2017-18	44	42	50	49	35	36								256

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2018-19	36	45	40	45	42	33								241
2019-20	42	40	47	40	44	39								252
2020-21	35	36	42	42	37	37								229

### GOAL 1: ENGLISH LANGUAGE ARTS

#### ELEMENTARY 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 brought on for the 2017-18 school year, joining the existing SETSS provider and reading teacher 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 is used to teach spelling and decoding. Students in K-5 are taught specific reading skills and metacognitive strategies that enable them to construct meaning from both literary and non-fiction texts in all content areas. Students also develop rich language experiences through daily reading, writing, speaking, viewing and listening. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct and edit their writing daily. Authors who have been lauded with national and global recognition serve as mentors to our writers and readers. Mentor texts are used daily as source of discussion and inspiration, and teachers coach students to emulate the works they love.

To implement MCS's hybrid learning model for the 2020-21 school year, the school utilized EL's revised language arts curriculum, called Flex Curriculum, across grades K-5. The Flex Curriculum provided half hour lessons. For the online ELA programming, teachers facilitated communication

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with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, read alouds, interactive learning activities, and classroom collaboration.

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR

MCS assessments for ELA include Star 360 computer-based adaptive assessment (grades K-5), Fountas & Pinnell Benchmark Assessment System (grades K-5), Stanford 10, and Achieve3000 (grades 2-5). Each assessment is typically administered three times in the year- at the beginning of the year (Fall), mid-year (Winter), and at the end of the year (Spring). In addition, MCS administered unit tests from the EL curriculum to determine mastery of NYS standards, as well as Pathblazer ELA for the AIS program.

### RESULTS AND EVALUATION

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the end-year Star 360 ELA assessment between students who were enrolled at least two years (n=168) to all students tested (n=180). The percentile rank is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses Star 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

<b>Manhattan Charter School Percentile Rank Star 360 ELA - Spring 2020-21</b>				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	-	-	-	-
1	61	31	62	29
2	44	38	44	35
3	34	42	34	38
4	53	34	53	33
5	38	35	38	33
Overall	45	180	45	168

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Students scored similarly whether they were in their first or second year of enrollment at MCS. In Grade 5, all students tested have been enrolled for at least two years.

The table below highlights the difference of Star 360 ELA assessment percentile ranks of students in grades 1-5 from the beginning of 2020-21 school year to the end-year assessment.

<b>Manhattan Charter School Average Percentile Rank Star 360 ELA – 2020-2021</b>			
	Fall 2020-21 Average Percentile Rank	Winter 2020-21 Average Percentile Rank	Spring -2020-21 Average Percentile Rank
1	78	51	64
2	47	47	42
3	39	34	33
4	48	51	52
5	42	37	42

As indicated by the average percentile rank, 4<sup>th</sup> and 5<sup>th</sup> graders had more consistency in ELA than other grade levels and fared better with the hybrid model.

The table below highlights the percentile ranks for students in grades 1-5 on the beginning of the year Star 360 ELA assessment for the 2019-20 school year as compared to the 2020-21 school year.

<b>Manhattan Charter School Percentile Rank Star 360 ELA – Fall 2019-20 and Fall 2020-21</b>		
	Fall 2019-20 Percentile Rank	Fall 2020-21 Percentile Rank
1	43	78
2	29	47
3	49	39
4	37	48
5	33	42

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The table below highlights the comparison of the percent proficient of students in grades 2-5 on the Achieve3000 assessment between students who were enrolled at least two years (n=187) to all students tested (n=207). MCS uses Achieve3000 to assess Lexile levels.

<b>Manhattan Charter School - Achieve3000 Percentage Proficient</b>				
	Percent Proficient	Total Test Takers	Percent Proficient: 2nd Year of Enrollment	Total Test Takers
2	29%	49	34%	35
3	19%	47	19%	43
4	32%	38	31%	36
5	15%	73	15%	73
Overall	22%	207	22%	187

Students scored similarly whether they were in their first or second year of enrollment at MCS. In Grade 5, all students have been enrolled for at least 2 years.

### ADDITIONAL CONTEXT AND EVIDENCE

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

<b>Manhattan Charter School – Fountas and Pinnell Reading Levels Fall – Winter 2021</b>				
	Decreased 1 or more level	No Change	Increased 1 level	Increased 2 or more levels
K	-	7%	29%	64%
1	4%	4%	29%	63%
2	5%	50%	15%	30%
3	19%	23%	16%	42%
4	13%	33%	29%	25%
5	15%	62%	5%	18%

A majority of students in Kindergarten and grades 1, 3, and 4 increased their reading level by at least one level.

### SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Although MCS administered progress monitoring assessments, we were not able to administer any predictive assessments in the 2020-21 school year. Therefore, MCS is unable to measure achievement of its English Language Arts goal in the 2020-21 school year.

### 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 2021-22 school year, including continuing a partnership with Expeditionary Learning, sponsored by the Robin Hood Foundation, to provide extensive professional development on ELA instruction to teachers. We will also continue to use the Engage NY curriculum for ELA across all grades.

In order to mitigate learning loss, MCS will provide extended day that includes both intervention and homework help, along with play to address social-emotional issues. The afterschool programming, funded through the ESSER grant, is led by a Child Associate, who developed the social-emotional component of the programming.

In addition, the school created the position of Director of Curriculum and Instruction (DCI) and hired a highly-qualified individual to raise the quality of ELA instruction across all grades. Supporting the work of the DCI, 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 2021-22. All students who fell below the NYSED cut-point for AIS recommendation will receive small group tutoring and interventions. Students in Special Education will also receive additional time in small group instruction, in comparison to what they received in the previous year.

The school utilized new performance assessment tools in 2020-21, including Star 360 Reading, a reading inventory assessment program that will be administered up to three times per year, Fountas & Pinnell Benchmark Assessment System, Stanford 10, and Achieve3000, and will continue to use them in 2021-22. The school will continue to implement Pathblazer ELA for the AIS program.

At this time, MCS will not make any changes to the ELA curriculum, returning to the unmodified versions of the EL and Writing City curriculum. The new DCI will collaborate with teachers to review, evaluate, and make any adjustments to the curriculum if necessary. Our focus in 2021-22 will be to reintegrate students into the classroom and mitigate learning loss.

## GOAL 2: MATHEMATICS

### ELEMENTARY 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 JUMP Math curriculum across all grades, augmented by EngageNY Mathematics.

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.

MCS delivered a hybrid model for the 2020-21 school year, utilizing JUMP Math's revised curriculum that provided half hour lessons, across grades K-5. For the online math programming, teachers facilitated communication with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, interactive learning activities, and classroom collaboration.

#### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **STAR**

MCS assessments for math include Star 360 computer-based adaptive assessment (grades K-5) and Stanford 10. Each assessment is typically administered three times in the year- at the beginning of the year (Fall), mid-year (Winter), and at the end of the year (Spring). In addition, MCS administered unit tests from the JUMP Math curriculum to determine mastery of NYS standards, as well as Pathblazer Math for the AIS program.

RESULTS AND EVALUATION

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the Star 360 math assessment between students who were enrolled at least two years (n=169) to all students tested (n=187). The percentile rank is a norm-referenced score that provides a measure of a student’s math ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses Star 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in math.

<b>Manhattan Charter School - Math Percentile Rank Star 360 - Spring 2020-21</b>				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	-	-	-	-
1	48	34	49	31
2	41	40	45	34
3	36	41	35	36
4	50	37	51	35
5	37	35	37	33
Overall	42	187	43	169

The table below highlights the difference of Star 360 Math assessment percentile ranks of students in grades 1-5 from the beginning of 2020-21 school year to the year-end assessment.

<b>Manhattan Charter School Average Percentile Rank Star 360 Math – 2020-21</b>			
	Fall 2020-21 Average Percentile Rank	Winter 2020-21 Average Percentile Rank	Spring -2020-21 Average Percentile Rank
1	70	56	44
2	48	47	38
3	45	40	34
4	45	50	50
5	41	43	33

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The table below highlights the percentile ranks for students in grades 1-5 on the beginning of the year Star 360 Math assessment for the 2019-20 school year as compared to the 2020-21 school year.

<b>Manhattan Charter School Percentile Rank Star 360 Math – Fall 2019-20 and Fall 2020-21</b>		
	Fall 2019-20 Percentile Rank	Fall 2020-21 Percentile Rank
1	46	70
2	39	48
3	56	45
4	50	45
5	43	41

### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Although MCS administered progress monitoring assessments, we were not able to administer any predictive assessments in the 2020-21 school year. Therefore, MCS is unable to measure achievement of its mathematics goal in the 2020-21 school year.

### ACTION PLAN

In 2021-22, MCS is continuing the use of JUMP Mathematics and EngageNY across K – 5<sup>th</sup> grades. An onsite trainer with JUMP Math will continue to coach teachers in developing strategies to work with all students.

In order to mitigate learning loss, MCS will provide extended day that includes both intervention and homework help, along with play to address social-emotional issues. The afterschool programming, funded through the ESSER grant, is led by a Child Associate, who developed the social-emotional component of the programming.

The school will utilize additional assessment tools for 2021-22 that will complement performance assessments already in place, including Star 360 Math, a math assessment program that will be administered up to three times per year, and Stanford 10. The school will also implement Pathblazers math for the AIS program.

At this time, MCS will not make any changes to the math curriculum and will return to using the unmodified JUMP Math curriculum. MCS is adding a Director of Curriculum and Instruction (DCI) to

the staff, who will collaborate with teachers to review, evaluate, and make any adjustments to the curriculum if or as necessary. Our focus in 2021-22 will be to reintegrate students into the classroom and mitigate learning loss.

### GOAL 3: SCIENCE

#### ELEMENTARY 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 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 through curricular unit tests, student interviews, and portfolio 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.

MCS delivered a hybrid model for the 2020-21 school year. For the online science programming, teachers facilitated communication with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, interactive learning activities, and classroom collaboration.

## METHOD

MCS did not administer any formal assessments in science in the 2020-21 school year. As stated above, teachers used embedded curricular unit tests to gauge student progress.

## RESULTS AND EVALUATION

Since MCS did not administer any formal assessments in science in the 2020-21 school year, we have no data from the 2020-21 school year to present.

## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

MCS is unable to measure achievement of its science goal in the 2020-21 school year.

## ACTION PLAN

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

MCS will return to using the unmodified Amplify Science curriculum. Our focus in 2021-22 will be to reintegrate students into the classroom and mitigate learning loss.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these

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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
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

