



**HENRY JOHNSON
CHARTER SCHOOL**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Dr. Andrea Foxx-Lowe, Principal

30 Watervliet Avenue

Albany, NY 12206

Ph: 518-432-4300 Fax: 518-432-4311

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Andrea Foxx-Lowe, Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Saleem Cheeks	Chair, Finance
Brian Backstrom	Secretary, Finance
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Dr. Andrea Foxx-Lowe has served as the school leader since the summer of 2018.

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The mission of the Henry Johnson Charter School (“Henry Johnson” or “HJCS”) is to ensure that all scholars reach the highest levels of scholastic achievement in an environment that instills character, virtue, and “habits of mind” that ensure success within and outside of the classroom: diligence, courage, respect, self-reliance, duty and responsibility.

Vision statement: Henry Johnson Charter School is a learning community where every scholar achieves academic excellence while developing exceptional character.

Henry Johnson will increase what scholars know and can do by changing *how* they learn, not just *what* they learn.

The highlights of the program include:

- A culture of high academic standards
- A committed and caring staff
- Small school setting
- Authentic opportunities for strong parent and guardian involvement
- A safe, nurturing and respectful learning environment
- Three hours daily devoted to reading and writing
- Ninety minutes every day spent on math
- Classes in science, computers, art, music and physical education
- Comprehensive and ongoing common core standards-based assessments
- “Proactivity” character education programs
- Monthly all school spirit assemblies
- Two teachers in every classroom
- A longer school day (7:45-3:45) and school year
- Two intervention blocks for targeted instruction; reading and math
- School uniforms
- A belief that all scholars can and will succeed

Academic Program & Policy Henry Johnson is a school of uncompromising academic and social expectations with an unrelenting focus on academic achievement and character development. We embrace an educational philosophy of love and hard work coupled with a college-bound curriculum grounded in basic skills, outstanding literature, and moral virtues. HJCS provides a nurturing environment of high expectations and accountability that equips all scholars with the choice to determine their success in life.

I. CURRICULUM

Our research-based math and reading programs are aligned with the National Common Core Standards. Classes in Social Studies, Science, Art, Music, Computers, Library, and Physical Education complete the array of subject areas that scholars will explore and develop proficiency in. The curriculum is designed to meet the individual needs of our scholars while providing a focus on attainment and mastery of the State and Common Core Standards. We call children “scholars” to reflect our focus on learning as well as our belief that all scholars can succeed in an environment of high expectations.

The following are the curriculum materials we use at Henry Johnson:

- ELA (K-2): Core Knowledge Language Arts (CKLA)
- ELA (3-4): Engage NY
- Handwriting (K-1): Zaner-Bloser
- Math: Engage NY Math Modules
- Science: Interactive Science

II. CHARACTER DEVELOPMENT

Henry Johnson Charter School fully embraces the importance of helping scholars develop sound character and positive values. As reflected in our tag line, “Building Character” precedes “Achieving Excellence”—not because character is more important but because it is the primary component necessary to the achievement of excellence, whether in one’s academic or personal life. Attention to character is, therefore, central to the Henry Johnson program and a part of every day in our school.

During daily morning meeting times, teachers use “Proactivity” to support character discussions using a three-tier approach that includes proverbs, poetry, and positive stories. As a school community we place emphasis on the necessity and importance of making good choices.

Each month a different Core Value is explored. Each class discusses the value throughout the month, reads stories and memorizes proverbs and poetry pertaining to the value, and provides incentives and awards for scholars who work hard to demonstrate that core value in school.

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School Enrollment

Since 2010, Henry Johnson Charter School has maintained a stable enrollment. Henry Johnson has met the school's enrollment goals and has consistently retained over 95% of the school's students each year. In addition, parents have highly rated the program based on a parent survey administered in the spring.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2013-14	77	77	77	78	77	386
2014-15	81	79	68	80	81	389
2015-16	84	79	83	72	77	395
2016-17	63	77	80	77	69	366
2017-18	61	65	71	65	65	327

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Henry Johnson Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

For the 2017 - 2018 school year K-2 continued to utilize Core Knowledge Language Arts, CKLA. Both the Skills and Listening and Learning portion were implemented at the beginning of the school year. Grades 3-4 continued to utilize the Expeditionary Learning Modules (from EngageNY) and they too were implemented at the beginning of the school year. These materials are aligned to Common Core State Standards and provided teachers with a common set of resources to maintain consistency in instruction across classrooms at each grade level.

Henry Johnson continued to utilize Daily 5 in the 2017-2018 school year. Daily 5 is a structure to train scholars how to work independently on literacy activities while teachers meet with small groups for guided reading or confer with individual scholars. The guided reading groups are determined using the Fountas & Pinnell Reading Benchmark data. This structure encourages reading independence and gives scholars the skills they need to create a lifetime love of reading and writing. The Daily 5 includes:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

Overall, the ELA block lasts for three hours. In K-2 the three hours are split between Skills, Listening and Learning, Daily 5, and Writing. In 3-4 the three hours are split between the ELA Modules, Daily 5, and Writing.

New in 17-18 assessments in grades 1-4 were adjusted to align with the overall format and question types of New York State assessments in order to provide more valid indicators as to how scholars were performing by standard. Additionally, each assessment was to contain at least three questions per standard and they had to be preapproved by instructional coaches prior to administration.

Our instructional framework, Gradual Release of Responsibility (GRR), was shifted slightly so that during the “We do together” portion all scholars would practice the skill/strategy while the teacher checked for understanding. This allowed teachers to identify misconceptions early on in their instruction and cycle back to the “I do-you watch” as needed.

In ELA we narrowed the focus of our instruction and created additional resources to assist scholar’s attainment of skills/strategies from within the standards. For example, by narrowing our focus we were able to teach in more depth and provide many more instructional supports such as anchor charts scholars could use as resources as we worked through content. The anchor charts helped teachers make their instruction even more explicit and helped scholars use the resources available to them when they were struggling.

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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 4th 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 ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	61			1	7	69
4	59				6	65
All	120	0	0	1	13	134

RESULTS AND EVALUATION

HJCS did not achieve this measure overall. 67 percent of students in at least their second year scored at proficiency on the 2017-18 NYS ELA exam. However, 78 percent of grade 4 students did score at proficiency.

Consistent with our action plan, HJCS decided to move away from departmentalization. Each third and fourth grade scholar remained in their homerooms for core instruction with the exception of the one period for math/ELA. In doing so this allowed teachers and scholars to develop stronger relationships and increased overall instructional time due to less transitions from one room to another.

In 17-18 grades 1-4 moved to differentiated classrooms with homogenous groupings. This shift provided more opportunities for small group intervention and enrichment without any loss of instructional time transitioning between classrooms.

The K-4 scheduled was modified to include a one-hour intervention block for Math, AIS math, and a one-hour intervention block for ELA, RtI ELA. In previous years there was only one intervention block, bulldog block and the intervention focus had to alternate between ELA or Math. Additionally, the two instructional coaches pulled three small groups a day and provided interventions by standard based on analysis of classroom assessment data in order to make group sizes smaller.

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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The instructional coaches pushed into PLC's weekly to support with lesson planning, creation of assessments, and to build to content knowledge. All staff was provided with two weeks of professional development delivered by the instructional coaches. Professional development was based on Teach Like a Champion's routines and procedures. This topic was determined based on observational coaching data from the 16-17 school year. Embedded in PD was the implementation and practice of rolling out school wide procedures. The instructional leadership team provided immediate feedback to teachers during practice. Throughout the year, support implementing and maintaining routines and procedures was provided for teachers real-time coaching and feedback. As a result of the laser-like focus on procedures and routines there was a significant increase in instructional time and on-task behavior throughout the building.

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	54%	61	53%	60
4	78%	59	78%	58
All	66%	120	67%	118

ADDITIONAL EVIDENCE

HJCS more than doubled its overall ELA proficiency rate of 2016-17. 67 percent proficiency on the ELA exam is the highest in the past three years.

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
3	36%	59	33%	66	53%	60
4	27%	66	30%	54	78%	58
All	31%	125	32%	120	67%	118

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.

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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

The 2018 ELA Performance Index calculates to 168. As of the submission of this report, the MIP numbers have not been released by NYSED.

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
120	8	26	46	20

PI	=	26	+	46	+	20	=	92
				46	+	20	=	66
					+	(.5)*20	=	<u>10</u>
						PI	=	168

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

HJCS did achieve this measure. Overall, 67 percent of HJCS scholars in at least their second year at the school performed at proficiency in ELA, whereas 25% did so at the local Albany CSD.

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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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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	53%	60	26%	655
4	78%	58	25%	673
All	67%	118	25%	1328

ADDITIONAL EVIDENCE

Henry Johnson Charter School consistently outperforms the local school district.

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	36%	19%	33%	20%	53%	26%
4	27%	19%	30%	20%	78%	25%
All	31%	19%	32%	20%	67%	25%

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

HJCS did not achieve this ELA measure based on the most recent analysis available, 2016-17. The overall comparative performance was deemed lower than expected with an effect size of -0.14, lower than the target of 0.3.

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	90.7	83	31	28.7	2.3	0.13
4	82.6	63	29	30.0	-1.0	-0.05
5						
6						
7						
8						
All	87.2	146	30.1	29.3	0.9	0.05

School's Overall Comparative Performance:

Slightly lower than expected

ADDITIONAL EVIDENCE

This measure proved challenging for HJCS in 2015-16 and 2016-17, but we anticipate improved outcomes when the comparative report is completed for 2017-18.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-4	95	158	27.6	16	0.95
2015-16	3-4	91.9	140	29.5	26.4	0.17
2016-17	3-4	87.2	146	30.1	29.3	0.05

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 2016-17 and also

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

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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.⁴

RESULTS AND EVALUATION

In 2016-17, HJCS did not achieve this measure with a mean growth percentile of 36.0.

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

Grade	Mean Growth Percentile	
	School	Target
4	36.0	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	<u>36.0</u>	50.0

ADDITIONAL EVIDENCE

Although the MGPs have not met the statewide median in the past two years, we are confident the 2017-18 increase in proficiency levels will be reflected in the 2017-18 MGP.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	53.3	44.3	36.0	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All	<u>53.3</u>	<u>44.3</u>	<u>36.0</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

ELA proficiency levels increased dramatically in 2017-18 to 67 percent.

Although the majority of the English Language Arts accountability metrics were not attained this reporting cycle, Henry Johnson Charter School consistently outperforms the local school district and offers an alternative educational program to the community.

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.	Data Unavailable
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.	Achieved
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.)	Did Not Achieve
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.)	Did Not Achieve

ACTION PLAN

Henry Johnson Charter School will continue to refine several academic initiatives. These initiatives include the adoption of curriculum materials, targeted professional development, professional learning communities, a responsive and fluid multi-tiered RtI system, and an instructional framework to support the delivery of rigorous academic content. After three years of implementation, school-wide data indicated that these initiatives were providing shifts in increased reading levels, mathematical concept knowledge, and scholar efficacy. Therefore, HJCS will continue to refine these instructional and practitioner strategies during the 2018-19 school year.

In the 2017-18 school year second through fourth grade classes began to incorporate two intervention blocks, an RtI ELA block as well as an AIS Math block. This year, HJCS purchased an online diagnostic and instructional program called iReady to help drive these blocks with personalized classroom and individual scholar data. iReady integrates powerful assessments with effective and engaging instruction in reading and mathematics to address students' individual needs. iReady allows teachers to make more informed instructional decisions through instant reporting. All staff that are pushing into the intervention blocks have access to scholar data and instructional resources aligned to scholar needs. Teachers receive progress monitoring data from each scholar after every five lessons completed.

HJCS refined the structure of our existed Professional Learning Communities through the use of a Data Analysis sheets. Data sheets are completed following the scoring of any grade level assessments k-4 yet before the next PLC meeting. The data sheets scaffold teacher data analysis by walking them through the process. It begins with teachers identifying the most commonly missed items on the assessment and then thinking through what skills scholars needed to have to answer the item correctly. Next, teachers must decide what the misconception was and what they could have done to lead scholars to the misconception. Lastly, teachers must decide how they will address the misconception; small group, whole group or individually including what resources they

will use. At the PLC meeting, teachers will discuss the data trends as whole and finalize instructional adjustments that need to be made (if any). PLC agendas and Data analysis sheets must be submitted to the instructional leadership team weekly.

HJCS set up a school Google Suite to store our curriculum. Our suite is broken down by grade and subject area. Every lesson plan including instructional resources is now centrally located so that it can be adjusted rather than recreated each year. Lesson plans are also submitted for feedback via the drive. When they are received by the instructional leadership team they are reviewed using a rubric. The team looks for evidence of specific guiding questions and expected teacher actions throughout the lesson plan with a specific focus on the objective, the explanation of content, appropriately challenging work, content engagement, higher-level thinking skills and checks for understanding. Lesson plan feedback forms (the rubric) are posted alongside the lesson in the drive and coaches inform teachers of expected revisions.

To refine the implementation of our instructional framework, Gradual Release of Responsibility, the school implemented TeachMe2s. TeachMe2s occur on Thursday's during PLCs, on Mondays after school for an hour and on half-days once a month. During TeachMe2s teachers are chosen at random to practice a 15-minute portion of a lesson from the following week. During this time his or her peers take note of glows and grows on a feedback form. Next peers share out their glows and grows and then the teacher has the opportunity to answer any questions that the team may have had about the lesson.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the Henry Johnson Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

Kindergarten through fourth grade continue to use Eureka math program (EngageNY modules) as our primary math resource. Through the use of our instructional framework, teachers create daily, 60-minute lessons that outline learning experiences designed to foster deep understanding of concepts and the development of skills necessary for meeting and exceeding the Common Core State Standards for Mathematics Content and Practice.

The instructional coaches recognized that math module assessments did not mirror the state test format and often assessed specific strategies created by Eureka Math instead of focusing on specific Common Core State Standards. As such math module lessons and assessments were adjusted. Lessons that didn't address specific state standards or which taught multiple ways to demonstrate knowledge of a particular skill eliminated. As a result, teachers focused on a deeper understanding of fewer topics. For example, in fourth grade the common core standards don't require scholars to use a vertical number line however the math modules had several lessons focusing on this explicit strategy that would not be assessed on the state exam. Additionally, since we narrowed our focus on fewer skills/strategies in more depth we were able to create many more instructional supports such as anchor charts scholars could use as resources as we worked through content. The anchor charts helped teachers make their instruction even more explicit and helped scholars use the resources available to them when they were struggling. Assessments were created using NYS released items so that teachers gained a better understanding of scholar mastery of individual standards. The grading of short and extended response items was normed during PLC's using the NYS two and three-point rubric instead of the EngageNY assessment rubrics.

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 4th 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.

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

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	58			5	7	73
4	57			1 error	7	65
All	115	0	0	6	14	135

RESULTS AND EVALUATION

HJCS did not achieve this measure as 47 percent of all students enrolled in at least their second year at the school performed at proficiency on the NYS math assessment.

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	53%	58	53%	57
4	42%	57	41%	56
All	48%	115	47%	113

ADDITIONAL EVIDENCE

2017-18 math proficiency rates are the highest they have been in three years by far.

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	16%	57	21%	66	53%	57
4	18%	68	19%	53	41%	56
All	17%	125	20%	119	47%	113

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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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

The 2018 math Performance Index calculates to 147. As of the submission of this report, the MIP numbers have not been released by NYSED.

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
115	11	41	28	20

PI	=	41	+	28	+	20	=	89
				28	+	20	=	48
					+	(.5)*20	=	<u>10</u>
						PI	=	147

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

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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 2018 math Performance Index calculates to 103. As of the submission of this report, the MIP numbers have not been released by NYSED.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	53%	57	25%	666
4	41%	56	20%	670
All	47%	113	23%	1336

ADDITIONAL EVIDENCE

In 2017-18, HJCS outperformed the local Albany CSD by the largest margin in the past three years more than doubling their proficiency.

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	16%	17%	21%	24%	53%	25%
4	18%	16%	19%	14%	41%	20%
All	17%	16.5%	20%	19%	47%	23%

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

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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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.

RESULTS AND EVALUATION

HJCS did not achieve this math measure based on the most recent analysis available, 2016-17. The overall comparative performance was deemed lower than expected with an effect size of -0.57, lower than the target of 0.3.

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	90.7	83	22	33.9	-11.9	-0.57
4	82.6	62	19	30.2	-11.2	-0.57
All	87.2	145	20.7	32.3	-11.6	-0.57

School's Overall Comparative Performance:

Lower than expected

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-4	95	158	28	23.9	0.21
2015-16	3-4	92.0	140	16.6	28.7	-0.57
2016-17	3-4	87.2	145	20.7	32.3	-0.57

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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 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.⁸

RESULTS AND EVALUATION

HJCS achieved the math growth metric with a 50.3 mean growth percentile in grade 4 in 2016-17.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.3	50.0

ADDITIONAL EVIDENCE

HJCS demonstrated improved growth from 2016 to 2017.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	58.1	46.2	50.3	50.0

SUMMARY OF THE MATHEMATICS GOAL

Henry Johnson Charter School demonstrated increased math proficiency rates in 2017-18 and continued to outperform the local district. The 2016-17 mean growth percentile was back above the statewide median.

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

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

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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.	Data Unavailable
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.)	Did Not Achieve
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.)	Did Not Achieve

ACTION PLAN

In addition to the notes provided in the action plan for English Language Art, the school has contracted with the Albany Charter School Network for support in mathematics. The network will create lesson plans for mathematics for third and fourth grade teachers and exit tickets for second grade. This will free up the mathematics teachers for additional practice releasing the content, analyzing data and planning for targeted instruction.

GOAL 3: SCIENCE

Goal 3: Science

All students at Henry Johnson Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Henry Johnson Charter School uses the Interactive Science program developed by Pearson. Interactive Science features multiple levels of inquiry scaffolded to provide access for all scholars. Every grade level teaches science two to three times a week. In grades three and four teachers supplement with additional hands-on science labs.

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 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

HJCS achieved this absolute science measure having 100 percent of fourth grade students performing at proficient levels in 2017-18.

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			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	54	100%	53

ADDITIONAL EVIDENCE

100% proficiency is much improved over the prior two years’ NYS Science 4 test administrations.

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	76%	63	65%	52	100%	53

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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

HJCS achieved this science accountability measure.

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 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	53		

ADDITIONAL EVIDENCE

HJCS consistently outperforms the local school district on the NYS Science 4 assessment.

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	76%	67%	65%	63%	100%	

⁹ This table uses the prior year’s results as 2017-18 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

HJCS achieved both science accountability metrics by having 100 percent of fourth grade students score at proficiency.

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

Henry Johnson will continue to utilize Interactive Science as its primary instructional resource for science. The results indicated that the instruction that was put into place the 16-17 school year worked very well.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

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

HJCS continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

HJCS has been in good standing since opening.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing