



HENRY JOHNSON CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Dustin Mitchell & Kate Morales

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Mr. Dustin Mitchell, Head of School, and Ms. Kate Morales, Academic Principal, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Saleem Cheeks	Chair	Executive
Brian Backstrom	Vice Chair & Secretary	Executive & Finance
Bob Pistilli	Treasurer	Executive & Finance
Kete Barnes	Trustee	
Juanita Nabors	Trustee	
Sharon Desilva	Trustee	
Latoya Taitt	Trustee	
Althea Johnson	Trustee	
Danasia Mcfadden	Trustee	

Dustin Mitchell has served as the Head of School since December of 2018.

SCHOOL OVERVIEW

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. HJCS was chartered in 2005 and opened for operation in 2007. Currently, the school serves approximately 375 students in grades K-4. Over 99% of the students are African American or Latino, and over 90% of the student body is economically disadvantaged and receive free or reduced lunch.

During the COVID-19 worldwide pandemic, the school provided parents and families with the choice of enrolling scholars for full time in person instruction or full-time remote instruction. This option was provided again at the beginning of each trimester throughout the year.

HJCS also selected a formal SEL curriculum, Second Step, to begin to implement in response to the need to address social, mental, and emotional health of students, families, and staff.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2016-17	63	77	80	77	69	366
2017-18	61	65	71	65	65	327
2018-19	78	73	69	59	54	333
2019-20	68	88	80	65	62	363
2020-21	55	81	87	86	67	376

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

For the 2020-2021 school year, the school continued to follow the Core Knowledge Language Arts (CKLA) curriculum for grades K-2. Grades 3-4 continued to utilize the Expeditionary Learning (EL) modules from EngageNY. These materials are aligned to Common Core standards and provided

teachers with a common set of resources to maintain consistency in instruction across classrooms at each grade level.

All scholars, K-4, receive a minimum of three-hours of English Language Arts (ELA) instruction daily. In grades K-2 the time is split between Listening and Learning, Skills, GRAIR, and Writing. In grades 3-4, ELA is comprised of the EL modules from EngageNY, Writing, and GRAIR.

As part of our commitment to support our students, Henry Johnson Charter School (HJCS) believes in the power of assessment for learning and in the value of assessment of learning. We assess scholars' absolute performance largely with our interim assessments series which mirrors the standard frequency, conditions, and formats of the New York State (NYS) exams. When measuring growth, we assess the progression of scholar learning over time using the i-Ready norm-referenced.

Due to the global health pandemic created by COVID-19, HJCS provided scholars with either an in-person or remote learning option for the 2020-2021 school year. With this said, the he above mentioned curriculum sources, instructional time, and assessment programing remained the same for both in-person and remote scholars. The exception to this being with the i-Ready assessment. The 2020-2021 school year saw shortage of student laptops due to the high demand created by the pandemic. Remote scholars and in-person scholars in need of support services were prioritized for the technology necessary for i-Ready instruction and assessment.

For the 2021-2022 school year, HJCS prioritized its professional development on culturally responsive teaching and instructional technology. A series of in-person seminars were provided for all staff to examine their biases and learn culturally responsive teaching strategies led by the McLean Group and Dr. Tiffany Powell. Additionally, staff participated in professional development webinars to enhance their remote teaching capabilities and increase student achievement from the following agencies: Seesaw, i-Ready, Expeditionary Learning, and The Robertson Center at Success Academy. Several HJCS staff members also completed the Seesaw Ambassador certification to assist with staff and families using the platform.

METHOD

The HJCS interim assessment series are designed to mirror the standard frequency, conditions, and formats of the NYS exams. Texts and questions for the interim assessments are used verbatim from released NYS items for grades 3-4. Content from i-Ready is pulled to create the content of the interim assessments for grades K-2. The material from NYS and i-Ready is then organized by Lexile. There are 6 cycles of two-day assessments that scholars in grades K-4 take throughout the year. After each cycle, the Lexile level is increased. Cycle 1 is taken in September and serves as an early diagnostic assessment. Cycle 6 is taken in June as a corresponding "post-test" that determine student achievement and growth within the school year. To ensure interrater reliability that is aligned to the state, HJCS holds regular grading alignment meetings and uses the released scoring guidance from NYS. Details regarding HJCS' ELA interim assessment design can be found below.

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Grade	K	1	2	3	4
Passages	2	2	3	4	4
M/C Questions	6	8	15	24	24
S/A Questions	0	0	0	0	0
E/R Questions	0	0	0	0	0

ELA BOOK 2					
Grade	K	1	2	3	4
Passages	1	2	2	3	3
M/C Questions	0	0	0	0	0
S/A Questions	2	3	4	6	6
E/R Questions	0	0	0	1	1

KINDERGARTEN			
	Lexile	Word Count	Notes
Cycle 1	BR-200	> 300	Cycles 1-3 follow book one format only. Cycles 4-5 follow the formats for books one and two. All cycles are read to scholars.
Cycle 2	BR-200		
Cycle 3	200-400		
Cycle 4	200-400		
Cycle 5	200-400		

GRADE 1			
	Lexile	Word Count	Notes
Cycle 1	100-200	300-400	Book 2 for cycles 1-2 is a single sentence. Book 2 for cycles 3-5 needs a detail for support. Cycles 1-3 are read to scholars. Cycles 4-5 are independently read by scholars.
Cycle 2	200-300		
Cycle 3	200-300		

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Cycle 4	200-300		
Cycle 5	300-400		

GRADE 2			
	Lexile	Word Count	Notes
Cycle 1	300-400	400-500	Book two for cycles 1-3 RAD. Book 2 for cycles 4-5 RADDG. All cycles are read by scholars independently.
Cycle 2	350-450		
Cycle 3	350-450		
Cycle 4	450-550		
Cycle 5	500-600		

GRADE 3			
	Lexile	Word Count	Notes
Cycle 1	500-600	500-600	All cycles are read independently by scholars.
Cycle 2	550-650		
Cycle 3	550-650		
Cycle 4	650-750		
Cycle 5	700-800		

GRADE 4			
	Lexile	Word Count	Notes
Cycle 1	700-800	600-700	All cycles are read independently by scholars.
Cycle 2	750-850		
Cycle 3	750-850		
Cycle 4	800-900		
Cycle 5	900-1000		

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

RESULTS AND EVALUATION

HJCS ELA Interim Results: Percent of Scholars Scoring at or Above 70%		
Grade	Cycle 1	Cycle 6
K	15.63%	65.86%
1	19.76%	60.43%
2	12.07%	37.98%
3	15.44%	28.46%
4	2.78%	40.43%

Students enrolled for both in person instruction and remote instruction demonstrated significant growth throughout the year. Additional analysis on students with disabilities, English language learners, and/or other disadvantaged student groups was not available at the time that this report was submitted.

ACTION PLAN

Scholars who were unable to meet grade level benchmarks were provided with the opportunity to repeat the current grade to help strengthen their foundational skills. HJCS' order of chrome books has been fulfilled and the school now has capability to provide each scholar with their own device for the 2021-2022 school year. The HJCS schedule has been revised to include an additional 45 minutes of daily differentiated i-Ready instruction.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the Henry Johnson Charter School will become proficient in Mathematics.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

For the 2020-2021 school year, the school continued to use the modules Eureka Math from EngageNY as its mathematics curriculum for grades K-2. These materials are aligned to Common Core standards and provided teachers with a common set of resources to maintain consistency in instruction across classrooms at each grade level. All scholars, K-4, receive a minimum of 90 minutes of math instruction daily. Similar to our assessment program in ELA, HJCS measures absolute performance with its interim assessments that are aligned to the state exams, while also using i-Ready to progress monitor growth.

Due to the global health pandemic created by COVID-19, HJCS provided scholars with either an in-person or remote learning option for the 2020-2021 school year. With this said, the he above mentioned curriculum sources, instructional time, and assessment programing remained the same for both in-person and remote scholars. The exception to this being with the i-Ready assessment. The 2020-2021 school year saw shortage of student laptops due to the high demand created by the pandemic. Remote scholars and in-person scholars in need of support services were prioritized for the technology necessary for i-Ready instruction and assessment.

For the 2021-2022 school year, HJCS prioritized its professional development on culturally responsive teaching and instructional technology. A series of in-person seminars were provided for all staff to examine their biases and learn culturally responsive teaching strategies led by the McLean Group and Dr. Tiffany Powell. Additionally, staff participated in professional development webinars to enhance their remote teaching capabilities and increase student achievement from the following agencies: Seesaw, i-Ready, Zearn, and The Robertson Center at Success Academy. Several HJCS staff members also completed the Seesaw Ambassador certification to assist with staff and families using the platform.

METHOD

The HJCS interim assessment series are designed to mirror the standard frequency, conditions, and formats of the NYS exams. Questions for the interim assessments are used verbatim from released NYS items for grades 3-4. Content from EngageNY is modified to create the content of the interim assessments for grades K-2, with special attention on the inclusion of the rigorous application problems. Like the ELA interims, there are 6 cycles of two-day assessments that scholars in grades K-4 take throughout the year. Cycle 1 is taken in September and serves as an early diagnostic assessment. Cycle 6 is taken in June as a corresponding “post-tests” that determine student achievement and growth within the school year. To ensure interrater reliability that is aligned to the state, HJCS holds regular grading alignment uses the released scoring guidance from NYS. Details regarding HJCS’ math interim assessment design can be found below.

BOOK 1					
	K	1	2	3	4
M/C Questions	10	15	20	25	30

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S/A Questions	0	0	0	0	0
E/R Questions	0	0	0	0	0

BOOK 2					
	K	1	2	3	4
M/C Questions	3	4	6	8	8
S/A Questions	2	3	4	6	6
E/R Questions	0	0	1	1	1

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

RESULTS AND EVALUATION

HJCS Math Interim Results: Percent of Scholars Scoring at or Above 70%		
Grade	Cycle 1	Cycle 6
K	42.55%	93.10%
1	23.41%	79.41%
2	8.88%	69.37%
3	11.60%	54.48%
4	17.47%	50.96%

Students enrolled for both in person instruction and remote instruction demonstrated significant growth throughout the year. Additional analysis on students with disabilities, English language learners, and/or other disadvantaged student groups was not available at the time that this report was submitted.

ACTION PLAN

Scholars who were unable to meet grade level benchmarks were provided with the opportunity to repeat the current grade to help strengthen their foundational skills. HJCS' order of chrome books has been fulfilled and the school now has capability to provide each scholar with their own device

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for the 2021-2022 school year. The HJCS schedule has been revised to include an additional 45 minutes of daily differentiated i-Ready instruction.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

During the 2020-2021 school year, HJCS used the CKLA Listening & Learning units to embed science instruction into the curriculum for grades K-1. In grades 2-4, science instruction was provided 3 days per week for 45 minutes. Henry Johnson Charter School used the science program developed by the Teachers Curriculum Institute (TCI). Every lesson connects to a science and engineering practice, a disciplinary core idea, and a crosscutting concept to support students' performance expectations.

Due to the global health pandemic created by COVID-19, HJCS provided scholars with either an in-person or remote learning option for the 2020-2021 school year. With this said, the he above mentioned curriculum sources, instructional time, and assessment programing remained the same for both in-person and remote scholars.

For the 2021-2022 school year, HJCS prioritized its professional development on culturally responsive teaching and instructional technology. A series of in-person seminars were provided for all staff to examine their biases and learn culturally responsive teaching strategies led by the McLean Group and Dr. Tiffany Powell. Additionally, staff participated in professional development webinars to enhance their remote teaching capabilities and increase student achievement from the following agencies: Seesaw, i-Ready, and The Robertson Center at Success Academy. Several HJCS staff members also completed the Seesaw Ambassador certification to assist with staff and families using the platform.

METHOD

During the 2020-2021 school year, HJCS administered internally developed interim assessments aligned to New York State's Next Generation Learning Standards for grades 2-4. Questions for the grade 4 interim assessments are taken from released NYS items, while grades 2-3 use the item banks from TCI. See details below.

SCIENCE			
Grade	2	3	4

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M/C Questions	10	15	15
O/E Questions	5	5	5

RESULTS AND EVALUATION

Results of the NYSTP Science 4 Exam were not available at the time of this submission.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Results of the NYSTP Science 4 Exam were not available at the time of this submission.

ACTION PLAN

Students at HJCS have earned results on the NYSTP science exam that were well above the 75% passing goal for years. No significant changes are expected to the program in terms of the science curriculum, but increased rigor in the English and mathematics offerings will only help to increase the results earned by the scholars at HJCS.

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 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

Like all previous years, HJCS was identified as a school in good standing again in 2019-20.

Accountability Status by Year

Year	Status
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2018-19	In Good Standing
2019-20	In Good Standing
2020-21	In Good Standing