



## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Kate Morales, Principal, and Mr. Dustin Mitchell, Head of School, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Saleem Cheeks	Chair	Executive
Brian Backstrom	Vice-Chair	Executive & Finance
Robert Pistilli	Treasurer	Executive & Finance
Kete Barnes	Trustee	Executive
Junita Nabors	Trustee	
Sharon DeSilva	Trustee	
Danasia McFadden	Trustee	
Emily D’Vertola	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 350 students in grades K-4. Over 99% of the students are African American or LatinX, and approximately 90% of the student body is economically disadvantaged and receives free or reduced lunch.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2020-'21	55	81	87	86	67	376
2021-'22	76	55	74	59	66	330
2022-23	75	77	68	78	42	340

### 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 2022-2023 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. These materials were vetted using the reflection tools provided by the NYS Education Department to ensure alignment with Next Generation Learning Standards. They also provide 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, guided & accountable independent reading, and Writing. In grades 3-4, ELA consists of the EL modules, Writing, and guided & accountable independent reading.

As part of our commitment to support our students, 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 iReady norm-referenced diagnostic.

## ELEMENTARY ENGLISH LANGUAGE ARTS

### 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 grades 3 through 4 in the spring of 2023.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	74	3	1	0	0	0	0	78
4	48	0	0	0	0	0	0	48
All	122	3	1	0	0	0	0	126

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	74	32	43%	61	28	46%

<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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4	48	23	48%	42	21	50%
All	122	55	45%	103	49	48%

### ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. After the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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>

### 2022-23 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	46%	61	TBA	TBA
4	50%	42	TBA	TBA
All	48%	103	TBA	TBA

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of this data [here](#).

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according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	90.5	44.6	32.3	.66
4	89.4	57.8	27.6	1.77
All	89.9	51.7	29.8	1.25

### ELA Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **iReady**

<sup>3</sup> This data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>4</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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### IREADY

#### 2022-23 iReady Reading Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of K through 4 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	340/346	105%	YES

#### End of Year Performance on 2022-23 iReady Reading Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	
	Percent Mid-On Grade Level or Above	Number Tested
KDG	75%	72/72
1	59%	87/87
2	56%	59/59
3	51%	79/79
4	39%	49/49
All	57%	346/346

#### End of Year Growth on 2022-23 iReady Reading Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	98%	70/72
1	117%	85/87
2	84%	58/59
3	78%	78/79
4	115%	49/49
All	105%	340/346

### SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
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.	N/A
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.	TBD
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	YES (1.25)
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.	N/A

### EVALUATION OF ELA GOAL

With the results for only 40% of the ELA measures being known at this time, a comprehensive evaluation cannot be made for the 2022-23 academic year at Henry Johnson Charter School.

### ELA ACTION PLAN

For the current year, HJCS has restructured the iReady block to include small group pull-outs by our Academic Intervention Service (AIS) team. Guided reading has been improved with more decodable books for grades K&1, and we have provided classroom libraries - leveled by our Lexile norms - in grades 2-4. The school has purchased additional curriculum, Phonics to Reading, as a supplement to be used for intervention.

## GOAL 2: MATHEMATICS

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

### BACKGROUND

For the 2022-2023 school year, the school continued to use the Eureka Math modules as its mathematics curriculum for grades K-4. These materials were vetted using the reflection tools provided by the NYS Education Department and the Eureka Math Standards Correlation Guides to ensure alignment with Next Generation Learning Standards. They also provided teachers with a common set of

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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 iReady to progress monitor growth. The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	73	3	1	0	0	0	0	0	77
4	46	2	0	0	0	0	0	0	48
All	119	5	1	0	0	0	0	0	125

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	73	33	45%	62	27	44%
4	46	29	63%	42	28	67%
All	119	62	52%	104	55	53%

### Math Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### Math Measure 3 - Comparative

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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.

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.

### 2022-23 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	44%	62	TBA	TBA
4	67%	42	TBA	TBA
All	53%	104	TBA	TBA

#### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

#### 2021-22 Mathematics Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	90.5	38.2	32.3	.29
4	89.4	49.2	25.4	1.27
All	89.9	44.1	28.6	.81

### Math Measure 5 - 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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **iReady**

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### RESULTS AND EVALUATION IREADY

#### 2022-23 iReady Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met ?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of K through 4 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	339/346	109%	YES

#### End of Year Performance on 2022-23 i-Ready Math Assessment

##### By All Students

Grades	All Students	
	Percent Mid-On Grade Level or Above	Number Tested

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KDG	63%	72/72
1	32%	87/87
2	41%	58/59
3	32%	79/79
4	45%	49/49
All	42%	345/346

### End of Year Growth on 2022-23 i-Ready Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	106%	69/72
1	107%	85/87
2	110%	58/59
3	132%	78/79
4	100%	49/49
All	109%	339/346

### SUMMARY OF THE MATHEMATICS GOAL

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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.	TBD
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression	YES (.81)

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	analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

With the results for only 40% of the math measures being known at this time, a comprehensive evaluation cannot be made at this time for the 2022-23 academic year at Henry Johnson Charter School.

### MATHEMATICS 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. Approximately 90% of previous retentions earned satisfactory results. For the current year, HJCS has restructured the iReady block to include small group pull-outs by our Academic Intervention Service (AIS) team. In addition, the AIS team pushes into grades 2-4 for daily, in-class support during math instruction.

### GOAL 4: ESSA

#### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

#### Accountability Status by Year

Year	Status
2020-21	In good standing
2021-22	Local Support and Improvement
2022-23	TBD