



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Dustin Mitchell, Head of School and Kate Morales, Principal prepared this 2021-22 Accountability Progress Report on behalf of the charter 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	
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Sharon Desilva	Trustee	
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Danasia Mcfadden	Trustee	

Dustin Mitchell has served as the Head of School since 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 LatinX, and over 90% of the student body is economically disadvantaged and receive free or reduced lunch.

As a result of the impact of the COVID-19 pandemic on all, 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
2021-‘22	76	55	74	59	66	330

GOAL 1: 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 2021-2022 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 were vetted using the reflection tools provided by the NYS Education Department to ensure alignment with Next Generation Learning Standards. They

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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, 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, 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 diagnostic.

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.

ELEMENTARY AND MIDDLE 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 2022. Results were under embargo at the time this report was written.

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

RESULTS AND EVALUATION

Results were under embargo at the time this report was written.

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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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 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.¹

RESULTS AND EVALUATION

Results of the 2022 NYSTP were under embargo at the time this report was written.

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 5 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 5 is taken in May 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.

ELA BOOK 1					
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

¹ 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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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		
Cycle 4	200-300		
Cycle 5	300-400		

GRADE 2			
	Lexile	Word Count	Notes
Cycle 1	300-400		
Cycle 2	350-450		

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Cycle 3	350-450	400-500	Book two for cycles 1-3 RAD. Book 2 for cycles 4-5 RADD. All cycles are read by scholars independently.
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		

During 2021-22, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

RESULTS AND EVALUATION

HJCS iReady Reading Diagnostic: Overall Placement (standard view)		
Grade	Fall 2021 (Tier 1, 2, and 3)	Spring 2022 (Tier 1, 2, and 3)
K	13%, 85%, 1%	83%, 17%, 0%
1	13%, 83%, 4%	68%, 32%, 0%

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2	20%, 61%, 19%	49%, 44%, 7%
3	25%, 38%, 38%	47%, 30%, 23%
4	25%, 56%, 19%	40%, 49%, 11%

ACTION PLAN

For the 2022-23 school year, HJCS explored ways to improve literacy and student achievement in English language arts with the inclusion of a formal vocabulary class. The curriculum is from Zaner-Bloser, and is written by Drs. Isabel Beck and Margaret McKeown.

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. Additionally, remediation services will be provided for 25 minutes daily to the lowest 10% of the student body with the lowest academic achievement.

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

For the 2021-2022 school year, the school continued to use the Eureka Math modules from EngageNY as its mathematics curriculum for grades K-2. 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 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.

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 5 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 5 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 using 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
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

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During 2021-22, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

RESULTS AND EVALUATION

HJCS iReady math Diagnostic: Overall Placement (standard view)		
Grade	Fall 2021 (Tier 1, 2, and 3)	Spring 2022 (Tier 1, 2, and 3)
K	7%, 91%, 1%	63%, 37%, 0%
1	2%, 69%, 29%	47%, 49%, 4%
2	0%, 53%, 47%	40%, 54%, 6%
3	4%, 36%, 61%	30%, 58%, 12%
4	5%, 72%, 23%	54%, 37%, 9%

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. Additionally, remediation services will be provided for 25 minutes daily to the lowest 10% of the student body.

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

During the 2021-2022 school year, HJCS used the CKLA Listening & Learning units to embed science instruction into the curriculum for grades K-2. In grades 3 & 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.

METHOD

During the 2021-2022 school year, HJCS administered internally developed interim assessments aligned to New York State’s Next Generation Learning Standards for grades 3 & 4. Questions for the grade 4 interim assessments are taken from released NYS items, while grade 2 uses the item bank from TCI. See details below.

SCIENCE		
Grade	3	4
M/C Questions	15	15
O/E Questions	5	5

RESULTS AND EVALUATION

90% of the students in grade 4 earned credit on the NYSTP science 4 exam.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

While the percent passing far exceeds the 75% mark, the goal of all students was not met.

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 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

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

Like all previous years, HJCS was identified as a school in good standing again in 2021-22.

Accountability Status by Year

Year	Status
2018-'19	In Good Standing
2019-'20	In Good Standing
2020-'21	In Good Standing
2021-'22	In Good Standing