



## **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

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Ms. Kate Morales and Mr. Dustin Mitchell prepared this 2019-20 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
Bob Pistilli	Treasurer, Finance
Juanita Nabors	Trustee
Kete Barnes	Trustee
Latoya Taitt	Trustee
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**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.

Henry Johnson Charter School (HJCS) announced closure on Friday, March 13 due to COVID-19. That would coincide with the home districts plan for closure. Subsequently, Governor Cuomo announced that all schools in the state would need to close per several executive orders. Members of the HJCS team worked for weeks to prepare and provide new material which remained aligned to our existing scope and sequence for scholars and took feedback from families to incorporate solutions into the next stage of remote instruction. To help alleviate the issue with multiple usernames and different logins, HJCS designed a web page with access to individual grade level resources and a single site login through Clever. This provided instant access to all the software in the HJCS inventory. Dojo, iReady, Epic, AR, and others were incorporated into Clever to help streamline the process, and Seesaw was the remote learning package used at HJCS.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2015-16	84	79	83	72	77	395
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

# GOAL 1: ENGLISH LANGUAGE ARTS

## ELEMENTARY 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 2019 - 2020 school year K-2 continued to utilize Core Knowledge Language Arts, CKLA. Grades 3-4 continued to utilize the Expeditionary Learning Modules from EngageNY. 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.

ELA at HJCS totals three hours during a normal day. In grades K-2 the three hours are split between Skills, Listening and Learning, GRAIR, and Writing. In grades 3-4 the three hours are split between the ELA Modules, GRAIR, and Writing.

As previously stated, Henry Johnson Charter School (HJCS) announced closure on Friday, March 13 due to COVID-19. Following the transition to remote learning, the curriculum remained the same. We were able to follow the existing scope & sequence closely by maintaining learning times.

### METHOD

The school assessed and evaluated student achievement in ELA during the 2019-20 school year. HJCS administered a national norm-referenced exam, iReady, in addition to internally developed interim assessments aligned to the New York State standards.

### RESULTS AND EVALUATION

As part of the comprehensive assessment program at HJCS, 85% of students scored proficient on internal ELA assessments in 2019-20 which were aligned to the NYS curriculum. In grades 3-4 students were given interim assessments that mirrored the content, structure, and format of previous NYSTP exams.

All students at the Henry Johnson Charter School made significant growth towards becoming proficient in reading and writing of the English Language. The initial iReady diagnostic assessment showed that 18% of all students earned the highest level of proficiency in September. 13% of all scholars scored in the lowest range at that time.

The final diagnostic assessment in June, had 68% of all students earn the highest level of proficiency and 5% score in the lowest range. Based upon information from the NYS Education Department's Response to Intervention Model, the number of students in the lowest range, tier 3, should be 1-5% of the student population.

## SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

While 5% of the scholars at HJCS failed to demonstrate proficiency on the iReady norm referenced diagnostic, the absolute goal of 75% of all tested students who are enrolled in at least their second year will perform at proficiency was met. Statistically significant growth was achieved as well.

### ACTION PLAN

The lowest 5% of scholars were provided with the opportunity to repeat the current grade to help strengthen foundational skills. The team at HJCS worked hard over the summer to supplement the robust curriculum with a comprehensive strategy for the HJCS Response to Intervention program. The interim assessments will expand to include grades K-2 in 2020-21.

## GOAL 2: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 2: Mathematics

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

### BACKGROUND

Kindergarten through fourth grade continued to use Eureka math program (EngageNY modules) as their primary math resource. Using our instructional framework, teachers create daily, 90- 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. Teachers focused on a deeper understanding of fewer topics. 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.

Again, Henry Johnson Charter School (HJCS) announced closure on Friday, March 13 due to COVID-19. Following the transition to remote learning, the curriculum remained the same. We were able to follow the existing scope & sequence closely by maintaining learning times.

### METHOD

The school assessed and evaluated student achievement in math during the 2019-20 school year. HJCS administered a national norm-referenced exam, iReady, in addition to internally developed interim assessments aligned to the New York State standards.

## RESULTS AND EVALUATION

As part of the comprehensive assessment program at HJCS, 76% of students scored proficient on internal math assessments in 2019-20 which were aligned to the NYS curriculum. In grades 3-4 students were given interim assessments that mirrored the content, structure, and format of previous NYSTP exams.

All students at the Henry Johnson Charter School made significant growth towards becoming proficient in reading and writing of the English Language. The initial iReady diagnostic assessment showed that 4% of all students earned the highest level of proficiency in September. 23% of all scholars scored in the lowest range at that time.

The final diagnostic assessment in June, had 49% of all students earn the highest level of proficiency and 6% score in the lowest range. Based upon information from the NYS Education Department's Response to Intervention Model, the number of students in the lowest range, tier 3, should be 1-5% of the student population.

## SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

While 6% of the scholars at HJCS failed to demonstrate proficiency on the iReady norm referenced diagnostic, the absolute goal of 75% of all tested students who are enrolled in at least their second year will perform at proficiency was met. Statistically significant growth was achieved as well.

## ACTION PLAN

The lowest 6% of scholars were provided with the opportunity to repeat the current grade to help strengthen foundational skills. The team at HJCS worked hard over the summer to supplement the robust curriculum with a comprehensive strategy for the HJCS Response to Intervention program. The interim assessments will expand to include grades K-2 in 2020-21.

## GOAL 3: SCIENCE

### ELEMENTARY 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 used the science program developed by the Teachers Curriculum Institute (TCI). Each lesson begins with an investigative phenomenon to pique students' interest and drive instruction throughout the investigation. This lesson-level phenomenon is linked back to the unit-level phenomenon. Hands-on investigations in every lesson provide students opportunities to practice all three dimensions. Teachers are given support within the lesson guides to see exactly where that three-dimensional learning happens. Every grade level taught science two to three times a week.

## METHOD

The school assessed and evaluated student achievement in science during the 2019-20 school year. HJCS administered internally developed interim assessments aligned to New York State's Next Generation Learning Standards.

## RESULTS AND EVALUATION

As part of the comprehensive assessment program at HJCS, 76% of students scored proficient on internal science assessments in 2019-20 which were aligned to New York State's Next Generation Learning Standards. In grades 3-4 students were given interim assessments that mirrored the content, structure, and format of previous NYSTP exams.

## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

HJCS successfully met this goal with 76% of students enrolled in at least their second year demonstrating proficiency.

## ACTION PLAN

The lowest scholars were provided with the opportunity to repeat the current grade to help strengthen foundational skills. The team at HJCS worked hard over the summer to supplement the robust curriculum with a comprehensive strategy for the HJCS Response to Intervention program. Interim assessments will include grade 2 as well.

## GOAL 4: ESSA

### 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 2019-20.