



**FINN ACADEMY: AN ELMIRA
CHARTER SCHOOL**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Martina Baker, Chief Operations Officer; Aimee Ciarlo, Dean of Scholars; and Jeremy Wheeler, Chief Academic Officer, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Renee Sutton	Chair, Finance Committee
Cynthia Raj	Vice Chair, Academics Committee
Jill Koski	Treasurer, Finance Committee
Maya Patel	Secretary, Governance Committee
Kathryn Coletta	Trustee, Governance Committee
Katie Stowell	Trustee, Academics Committee
Lynn Winner	Trustee, Academics Committee

Aimee Ciarlo and Jeremy Wheeler have served as the school leaders since 2017 and 2018, respectively.

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Mission: “At Finn Academy we promote an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends.”

Graduate Profile:

All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fourth year, the 2018-2019 school year, we now serve scholars in grades K-7. We will phase out our 7th grade program in 2019-2020 and be a K-6 school. Our program will be designated as Lower School K-4; and, Upper School grades 5 and 6.

Key Design Elements:

- 1. Community Connections:** At Finn Academy all scholars engage in the larger community through teacher planned projects and field studies that bring awareness and service to the community in which they live. Scholars become more deeply engaged in their academic and social content due to the direct applications of their academic learning in real-world settings.
- 2. STEM – Science, Technology, Engineering, and Math:** Finn Academy incorporates a class for STEM instruction at all grade levels. Our STEM coursework builds a solid foundation in mathematical, and science and engineering practices that support success in all subject areas. Through our emphasis on problem-solving, and the engineering design process, scholars can utilize their curiosity and creativity to practice skills in context to real-world problems. STEM elements are further incorporated throughout the school day through our curriculum and provide scholars with authentic and purposeful (hands-on) experiential learning. Our model includes a STEM lab, Maker Space and both indoor and outdoor gardens where scholars become practicing scientists, engineers, and mathematicians.
- 3. College and Career Readiness:** Finn Academy emphasizes the importance of all scholars being college and career ready through exposure to institutions of higher education and career exploration. The school also builds a solid foundation of skills for scholars to be prepared for a future of success.
- 4. Advisory Program:** Finn Academy scholars’ communication, pro-social, and problem-solving skills are strengthened through daily advisory meetings called “crew”. All members of the staff are infused into the program by creating positive and meaningful connections that will help scholars experience and live out core values. Additionally, this program unites staff in a common vision for extending compassion and guidance over time to scholars and their families.
- 5. Wellness:** Finn Academy is dedicated to promoting physical and socio-emotional wellness. Finn Academy provides fitness and dance instruction for every scholar; each elementary scholar has daily recess, with trained staff that engages scholars in daily play and supports our universal norms and core values. Scholars experience the nutritional, community, and academic benefits of an Edible Schoolyard program to engage them in the work of planning

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for, cultivating, harvesting, and enjoying fresh vegetables. Finn Academy also employs staff to support social emotional wellness, through counseling, classroom-based instruction, and a behavior-support system. Daily morning and closing crew contribute to a school-wide culture that promotes physical and social-emotional well-being.

- 6. Professional Development and Teacher Support:** Finn Academy staff have the opportunity to work in an environment that provides at least five hours of monthly professional development sessions focused on school-wide priority areas, coaching from instructional leaders, data meetings, observations and feedback cycles. An additional four and a half hours of weekly planning time allows teachers the time to prepare and organize materials and to facilitate purposeful discussions around data, scholar growth, and instruction. Teachers utilize data regarding scholar performance on a regular basis to inform instruction and better meet learners' needs. All staff participate in a week of professional development sessions prior to the start of each new school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	64	54	45	47										210
2016-17	34	65	52	48	46									245
2017-18	49	34	65	52	48	46								294
2018-19	54	49	36	66	54	53	45							357
2019-20	56	49	57	40	69	48	46	25						390

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will be proficient readers and writers of the English language.

BACKGROUND

English Language Arts (ELA)

In grades K-6, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

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Classroom teachers facilitate opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets Common Core standards in writing and ELA. Each grade level worked diligently to connect the module content to our local community, utilizing local experts, accessing local organizations through field studies, and incorporating expedition celebrations that are motivating to our scholars. Assessments were administered regularly, both formal and informal, throughout the course of the expedition to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics and informal data to identify areas of strength and areas of growth to provide differentiated instruction to scholars based on their needs.

Professional Development was facilitated in-house with the support of EL Education to provide teachers with supports around high-quality writing, teaching to the skills utilizing and referencing texts, and scaffolding supports as needed. In addition to the expedition curriculum, classroom teachers were expected to organize ELA centers, homing in on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about during expeditions, but emphasized word work, reading for information and writing skills that correlate with their grade level standards. With the addition to the curriculum, many opportunities for improvement were prevalent, and continued to be addressed through professional learning opportunities.

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 [3 through [6] grade in April 2019. 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).

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	70	0	0	0	0	70
4	48	0	0	0	1	49
5	47	0	0	0	0	47
6	39	0	0	0	0	39
7						
8						
All	204	0	0	0	1	205

RESULTS AND EVALUATION

Finn Academy did not meet the measure for ELA, “75 percent of all tested scholars enrolled least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8.” Overall, third grade scholars were 34% proficient, 4th grade scholars were at 54% proficiency, 5th grade scholars were at 26% proficiency, and 6th grade 28% proficient. When accounting for scholars enrolled in at least their second year, the proficiency for all grades increased: 3rd grade scholars proficiency increased to 35%, 4th grade to 62% proficient, 5th graders to 27% and 6th grade to 31%.

In 2018-2019, we continued to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, Math (K-6), and language usage (3-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms. Along with utilizing NWEA benchmarks, we also incorporated MAP Skills, an online skills mastery and progress monitoring assessment that helped teachers drill down to the specific skills each student needed to learn. Lastly, NWEA was pertinent in predicting scholar achievement on the 2019 New York State Assessments. Use of Fountas and Pinnell reading levels and data also helped teachers differentiate instruction plan interventions to close skill gaps.

Performance on 2018-19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

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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Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34%	70	35%	62
4	54%	48	62%	42
5	26%	47	27%	44
6	28%	39	31%	36
7				
8				
All	36%	204	39%	184

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period². This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25%	40	55%	44	35%	62
4	11%	44	32%	41	62%	42
5			21%	24	27%	44
6					31%	36
7						
8						
All	18%	84	36%	119	39%	184

Goal 1: Absolute Measure

² A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

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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.³

RESULTS AND EVALUATION

Finn Academy exceeded its host district's result at every grade level in ELA. Overall, Finn Academy scholars achieved a 39% proficiency in ELA as compared to the District's 20%.

By grade level, third grade Finn scholars in at least their second year performed at 35% proficiency compared to the District's 20%; 4th graders performed at 62% compared to the District's 16%; 5th graders performed at 27% compared to the District's 21% and 31% of 6th graders were proficient compared to the District's 22%. Within our 4th year of operation, to outperform our host district in all grade levels on the ELA assessment for a second year in a row is encouraging—it demonstrates we are implementing a comprehensive and effective academic program for ELA.

2018-19 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	35%	62	20%	387
4	62%	42	16%	434
5	27%	44	21%	430
6	31%	36	22%	431
7				
8				
All	39%	184	20%	1,682

ADDITIONAL EVIDENCE

This is the second consecutive year that we have outperformed the district in each grade level. In a similar comparison, we also outperformed every other school that serves grades 3-6 within the Elmira City School District. This demonstrates we are a solid and strong alternative choice for the families in Elmira; while we have not yet reached the 75% proficiency rating, we purport we have made great strides toward that level and are hopeful to continue on this trajectory for 2019-2020.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

³ 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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Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	25%	19%	55%	27%	35%	20%
4	11%	18%	32%	19%	62%	16%
5			21%	15%	27%	21%
6					31%	22%
7						
8						
All	18%	18.5%	36%	20%	39%	20%

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Our overall effect size was negative for the 2017-2018 school year; however, we have seen this score improve since our inception, from -2.28 to -0.93. While still not at the acceptable/predicted level of 0.3, we are moving the needle in the right direction, and predict that when the calculator is released for the 2018-2019 results, it will have moved more toward the goal given our improved results, and increase to our economically disadvantaged population.

2017-18 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		

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3	33.3					-1.01
4	57.4					-0.98
5	56.8					-0.77
6						
7						
8						
All	48.7					-0.93

School's Overall Comparative Performance:
-0.93

ADDITIONAL EVIDENCE

Again, this data point is trending in the right direction; as we continue to increase the population of economically disadvantaged scholars who we serve, and our scores continue to improve, this effect size will be moving more toward the target of 0.3.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3					-2.28
2016-17	3,4					-1.65
2017-18	3-5					-0.93

Goal 1: Growth Measure⁴

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁵

RESULTS AND EVALUATION

For both grades 4 and 5 we exceeded the mean growth percentile target of 50.0. We attribute this, again, to strong adherence to the EL Education curriculum and the emphasis placed on ELA in all of our spaces, including our special areas.

We are particularly cognizant of the growth enjoyed by our 5th grade scholars, who are at 67.5. This has been our most challenging cohort in terms of growth, as they came to us in our first year as 3rd graders who needed a significant amount of intervention to get them to grade level proficiency. We still have room to grow with this particular cohort, but we are encouraged by these results.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51	50.0
5	67.5	50.0
6		50.0
7		50.0
8		50.0
All	59.25	50.0

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4		36.5	51	50.0
5			67.5	50.0
6				50.0
7				50.0
8				50.0
All		36.5	59.25	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school has not yet reached the overall goal of 75% proficiency for all scholars in at least their second year, we are encouraged by the proficiencies at each grade level; the outperformance of the local/host school district; and our mean growth percentile at each grade level. Through the execution of our rigorous and engaging ELA curriculum and the EL Education modules, it is apparent we are making significant strides toward achieving proficiency for all of our scholars. Our data also demonstrates that the longer we are educating scholars, the better they are performing on the state assessments.

⁵ 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.	NOT ACHIEVED
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.	ACHIEVED
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	NOT ACHIEVED
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 2017-18 results.)	ACHIEVED

ACTION PLAN

We will maintain our EL Education-designed curriculum at the lower school level to establish a strong academic foundation for scholars, but recognize the need for a substantial increase in rigor particularly for the upper grade levels. Other key factors and areas for growth that became evident throughout our research process, and impacted the plans described below, include:

Instructional coaching – Finn Academy will adopt a strategic plan for leadership development in instructional coaching, a protocol for individualized staff development, and a year-long professional development plan that involves significant content- and curriculum- driven planning to support learning goals for scholars.

Curricular Fidelity - While our current curriculum products are common-core aligned and intended for use out-of-the-box, our school leadership team and consultants identified the need for teachers to increase the level of fidelity in which they adhere to the curriculum to ensure sequencing for grade-level and standards-alignment are rigorous enough to meet the CCLS as designed.

Consistent Systems – School leadership will support teachers and staff in standardizing academic, social-emotional, and classroom management expectations across classrooms and grade level teams.

Attending to these areas for growth, we considered the ease of implementation, support for instructional coaching, level of rigor, and ease of differentiation for each of the ultimate selections below.

English Language Arts (ELA)

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In the 2019-2020 academic year, the Finn Academy team will implement the methodology contained within “Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction,” as the primary framework for its upper school ELA program (grades 5 – 7). This curriculum provides a repertoire of strategies and structures and tools and techniques which can improve the instructional practice of educators at any level, combined with the Teacher Like a Champion practical guide to best practices in teaching by Doug Lemov that will support a streamlined approach to our teachers’ coaching and development.

Reading Reconsidered supports instruction that is engaged, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with scaffolds and supports. The framework includes an implementation guide that allows teachers and leaders to collaborate on text selection, planning of texts, and implementation. All novel modules are fully scripted and provide supplemental materials.

The Finn Academy lower school will continue to utilize the EL Education modules for ELA instruction, maintaining consistency across grades K-4.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

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BACKGROUND

In the 2018-2019 academic year, Finn Academy changed its math program from Jump Math to the current math curriculum, GO Math!. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM-related, inquiry-based, problem- and project-based learning opportunities for all scholars.

Mixed state assessment results in previous years warranted the need to change resources to address skill gaps. Staff engaged in up to 4 days of professional development with an onsite Go Math Trainer. Staff also had the Instructional Support Teacher and newly hired CAO to help support training in engaging strategies for Math instruction.

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 6th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	69	0	0	0	0	69
4	47	0	0	0	2	47

⁶ 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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5	47	0	0	0	0	47
6	39	0	0	0	0	39
7						
8						
All	202	0	0	0	2	204

RESULTS AND EVALUATION

Overall, 30% of our scholars who were enrolled in at least their second year at Finn Academy achieved proficiency on the state assessment; this is below the 75% target. This is an increase from the previous year's 26% overall proficiency. Math continues to be a problem area at Finn; and, with the implementation of a consistent and rigorous math curriculum, Go Math, we expect results to continue to improve.

Performance on 2018-19 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	29%	69	32%	62
4	47%	47	54%	41
5	19%	47	20%	44
6	13%	39	14%	36
7				
8				
All	27%	202	30%	183

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	21%	38	50%	44	32%	62
4	7%	41	17%	41	54%	41
5			12%	34	20%	44

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6					14%	36
7						
8						
All	14%	79	26%	119	30%	183

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 2018-19 mathematics MIP for all students of 107. 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

This year's MIP for math is 107, therefore we fell below the target with a PI of 92. Despite the implementation of the new Go Math! Curriculum, we still fell short of the MIP. Creating more systematic teacher coaching cycles and with data driven instruction being prioritized, we believe we will be able to identify specific problem areas in our instruction. This in turn will allow for focused actions to improve our results in mathematics.

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
202	41	31	18	10

$$\begin{array}{r}
 \text{PI} \\
 = \\
 [31] \\
 + \\
 \begin{array}{r} 18 \\ 18 \end{array} \\
 + \\
 \begin{array}{r} 10 \\ [10] \\ (.5)*[10] \\ \text{PI} \end{array} \\
 = \\
 \begin{array}{r} 59 \\ 28 \\ 5 \\ [92] \end{array}
 \end{array}$$

Goal 2: 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 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 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.⁷

RESULTS AND EVALUATION

Overall we outperformed the District in two of the four grade levels tested. Our 3rd grade scholars were 32% proficient whereas the District 30%. In 4th grade we were 54% proficient compared to the District at 21% proficient.

Our 5th and 6th grade cohorts remain our most struggling learners in math and have the largest gaps to close.

We are enthusiastic and optimistic about the two grade levels that are outperforming the District and expect to see more grade levels outperforming the District in 2019-2020.

2018-19 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	32%	62	31%	388
4	54%	41	21%	430
5	20%	44	24%	427
6	14%	36	20%	429
7				
8				
All	30%	183	24%	1,674

Mathematics Performance of Charter School and Local District by Grade Level and School Year

⁷ 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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Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	21%	29%	50%	32%	32%	31%
4	7%	21%	17%	23%	54%	21%
5			12%	21%	20%	24%
6					14%	20%
7						
8						
All	14%	18%	26%	26%	30%	24%

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 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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Our overall effect size was negative for the 2017-2018 school year; however, we have seen this score improve since our inception, from -2.27 to -1.74. While still not at the acceptable/predicted level of 0.3, we are moving the needle in the right direction, and predict that when the calculator is released for the 2018-2019 results, it will have moved more toward the goal given our improved results and increase to our economically disadvantaged population.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	33.3					-1.47
4	57.4					-1.74
5	56.8					-2.07
6						
7						
8						
All	48.7					-1.74

School's Overall Comparative Performance:
-1.74

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3	42.3				-2.27
2016-17	3,4	53.5	89	13.72	47.82	-2.12
2017-18	3-5	48.7				-1.74

Goal 2: Growth Measure⁸

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁹

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

For grade 5 we exceeded the mean growth percentile target of 50.0.

We are particularly cognizant of the growth enjoyed by our 5th grade scholars, who are at 64. This has been our most challenging cohort in terms of growth, as they came to us in our first year as 3rd graders who needed a significant amount of intervention to get them to grade level proficiency. We still have room to grow with this particular cohort, but we are encouraged by these results.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	43.5	50.0
5	64	50.0
6		50.0
7		50.0
8		50.0
All	53.75	50.0

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4		40.5	43.5	50.0
5			64	50.0
6				50.0
7				50.0
8				50.0
All			53.75	50.0

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 mathematics exam for grades 3-8.	NOT ACHIEVED
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.	NOT ACHIEVED
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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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. (Using 2017-18 results.)	NOT ACHIEVED
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 2017-18 results.)	ACHIEVED

ACTION PLAN

As stated previously in the ELA action planning, **Instructional Coaching**, **Curricular Fidelity**, and **Consistent Systems** will be critical in improving math instruction.

Increased Professional Development to execute year two implementation of the GoMath! curriculum will also continue.

A full time Math Interventionist will also help to close gaps for our most struggling learners.

The Instructional Support Teacher will also help current teachers to deliver and execute engaging, rigorous, and effective lessons.

As the program has been in place for two years, school leaders will accelerate our focus on adhering to the curriculum with fidelity while also strengthening pedagogical practices to improve teacher performance and scholar outcomes.

GOAL 3: SCIENCE

Goal 3: Science

Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STEM lab and full-time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with the Chemung River Friends and Elmira College, providing our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

We made some minor programmatic changes toward the end of the 2018-19 school-year and had a dedicated science class for 6th grade scholars.

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 2019. 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

In our first year of our scholars taking the state science examination, they achieved a 64% proficiency rating; our second cohort of fourth graders taking the assessment in the 2017-2018 academic year achieved an 88% proficiency overall. In our third year of operation, we continued to improve and achieved a 92% proficiency rating.

Our commitment to a STEM education is evident throughout all spaces in our school; we made various connections to STEM, including within the delivery of our ELA and math curriculums. Our scholars also participated in weekly one-hour STEM classes, providing them further opportunity for in-depth exploration into various scientific topics.

Our connection to various community experts and organizations also provided our scholars with real-life connections to various science and engineering practices.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	93%	43
8	N/A	N/A
All	93%	43

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	64%	44	85%	40	93%	43
8						
All	64%	44	85%	40	93%	43

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

When comparing our 2018-2019 results on the state science examination compared to our host district, we did achieve the measure to outperform the district; our scholars achieved 91% proficiency overall, and 93% for scholars in at least their second year, while the district achieved a 68% proficiency in 2018-2019.

2018-19 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 ¹⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	43	68%	438
8	N/A	N/A	N/A	N/A
All	93%	43	68%	438

ADDITIONAL EVIDENCE

Finn Academy exceeded the results of the Elmira City School District.

Science Performance of Charter School and Local District by Grade Level and School Year

¹⁰ This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	64%	68%	85%	68%	93%	TBD
8						
All	64%	68%	85%	68%	93%	TBD

SUMMARY OF THE SCIENCE GOAL

Finn Academy has achieved this Accountability Plan goal.

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

Finn Academy will continue to build and improve its science instruction by enhancing the STEM program that is already in existence, continuing to partner with local organizations, including Friends of the Chemung River and Elmira College, and infusing science content through the lens of ELA and Expedition Instruction. Finn feels strongly that the science awareness, exposure, and learning opportunities that scholars receive will continue to improve as the school continues to solidify its STEM program.

All scholars, K-7, will receive STEM instruction weekly from the STEM instructor. The STEM Teacher will utilize the research-based Engineering is Elementary Curriculum (EIE) facilitated in partnership with the classroom teacher. With this curriculum scholars explore the Engineering Design Process by engaging in designing solutions to real-world problems. They collaborate with peers to generate new ideas about the world around them and make connections between science and engineering.

We also designed time in teachers schedules to facilitate weekly activities in the garden and Makerspace to further engage scholars in the STEM based activities connected to their expeditions and EIE curriculum.

Finally, we have created dedicated science time in the schedule for teachers to utilize the Full Option Science Curriculum.

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

Finn Academy moved from Ineffective to Effective and anticipates based on test results that for the 2018-2019 year it will be designated as Effective.

Accountability Status by Year

Year	Status
2016-17	INEFFECTIVE
2017-18	EFFECTIVE
2018-19	TBD