

Finn Academy: An Elmira Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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Aimee Ciarlo (School Leader), Martina Baker (COO), and Karen Cassetta (Academic Director) 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)
A. Renee Sutton	Chair	Finance
Kathryn Coletta	Vice Chair	Governance
James Pfiffer	Secretary	Governance
Kevin Brimmer	Treasurer	Finance
Jean Papandrea	Trustee	Academics
Holly Strickland	Trustee	Academics

Aimee Ciarlo and Martina Baker have served as the school leaders since 2017 and 2018 respectively.

OBJ

SCHOOL OVERVIEW

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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. In our eighth year, the 2022-2023 school year, we served scholars in grades K-6.

Finn Academy's Key Design Elements:

Experiential Learning

Community Connections

College and Career Readiness

Social-Emotional and Physical Wellness

Professional Development and Teacher Support

Experiential Learning

To create an inclusive, rigorous, and nurturing environment that will prepare our children for their future, Finn Academy implements an instructional model that prioritizes experiential learning. Experiential learning engages scholars in hands-on activities so that they can connect what they learn in the classroom to real-world situations. We have carefully selected and crafted experiences that challenge our scholars through research, exploration, and discovery; and we further engage scholars in the content through learning opportunities with local experts, community organizations, and projects. Specifically, experiential learning at Finn Academy includes the following features:

- Inquiry-based curricular programs in English language arts, mathematics, science, and social studies
- Purposeful hands-on learning experiences in real-world settings, such as our Science, Technology, Engineering and Mathematics (STEM) Lab, indoor and outdoor gardens, and community sites
- Real-world applications and expeditions through which scholars can demonstrate their learning

Community Connections

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To support the development of our students as scholars, leaders, and friends, Finn Academy forges meaningful opportunities for scholars through the establishment of community connections. We have established the following robust partnerships to help scholars develop awareness of and provide services to their community:

- **Friends of the Chemung River Watershed (River Friends):** The school has established a formal partnership with River Friends that provides Finn Academy scholars across all grade levels with authentic learning opportunities to explore concepts they have been studying in the classroom. Representatives from River Friends meet with Finn Academy instructional staff at the start of each school year to plan purposeful connections between grade-level standards and learning experiences along the riverbank. The result of this planning may include classroom visits by River Friends' volunteers, classroom expeditions to the river, and special projects that integrate Next Generation Science Standards, National Geography Standards, and New York State Common Core Learning Standards.
- **Elmira College:** Finn Academy has worked closely with Elmira College to benefit students at both schools. Specifically, Finn Academy offers an afterschool small group tutoring program staffed by Elmira College students. Additionally, Finn Academy hosts and mentors student teachers from Elmira College each year.
- **Additional Community Connections:** Finn Academy works with a wide range of community partners to support student learning, teacher development, social-emotional and physical wellness as well as other initiatives. These partners have included the Bee Girl Organization, Chemung County History Museum, Elmira YMCA, Heritage Village of the Southern Finger Lakes, Ithaca Children's Garden, Ithaca Science Center, Museum of the Earth, Steele Memorial Library, Tanglewood Nature Center, Meals on Wheels, Upstate Hydroponics, and Wisner Market.

College and Career Readiness

As part of our rigorous environment and efforts to best prepare scholars for their future, Finn Academy emphasizes the importance of all of our scholars being college and career ready. First and foremost, we provide a challenging academic program that helps scholars develop the skills they will need to meet collegiate and career expectations. Additionally, we offer a wide range of programming to ensure scholars are exposed to the opportunities they may pursue in college and beyond. Starting in kindergarten, we help scholars learn about college through experiences on actual college campuses including SUNY Binghamton, Cornell University, Ithaca College, and Elmira College. Our ongoing work with Elmira College also provides additional opportunities for scholars to interact with college students on a regular basis. We make a concerted effort to expose scholars to a variety of careers by having guest speakers and experts engage with scholars during visits to the school. Scholars' projects and expeditions also often give them the opportunity to learn about careers they had previously not been aware of as they engage in work in the larger community. We also ensure our scholars are developing the social-emotional skills that will prepare them for career expectations. For example, by integrating our core values (leadership, perseverance, aspiration, scholarship, kindness, and reflection) into daily school life, we set expectations

for social norms and develop other “soft skills” that research demonstrates are critical to workplace success.^[1]

Social-Emotional and Physical Wellness

To create an inclusive and nurturing environment, Finn Academy promotes the social-emotional and physical well-being of all of our scholars. Research indicates that social-emotional learning has a positive impact on scholars’ academic outcomes.^[2] Every child at Finn Academy is part of a tight-knit Crew, where they are known by their teachers and peers, and there is time set aside at the beginning and end of each day for morning and closing Crew time, during which scholars set intentions and goals for the day, share compliments or apologies with peers, and reflect on learning. In addition to twice-daily Crew times, Finn Academy has a dedicated social-emotional learning (SEL) block, during which teachers use the Second Step curriculum and supplemental resources to help scholars develop social-emotional competence and skills. Our staffing model also reflects our emphasis on social-emotional wellness: Finn Academy is adding a director of school culture, and we currently have a school counselor and behavioral support specialist who can ensure scholars receive the social-emotional supports they need. To promote scholars’ physical well-being, Finn Academy provides fitness and dance instruction to every scholar, scholars have daily recess with trained staff who engage scholars in play that is aligned to the school’s norms and core values. The school also participates in the Edible Schoolyard program, through which scholars have the opportunity to plan for, cultivate, harvest, and eat fresh vegetables from the school garden as they learn important concepts about nutrition.

Professional Development and Teacher Support

In order to ensure teachers are prepared to provide an inclusive, rigorous, and nurturing environment for our scholars, Finn Academy plans systematic professional development and support for teachers. We ensure this professional development and support are strategically aligned to school-wide goals, teacher needs, and student data. Prior to the start of the year, all staff participate in several days of professional learning aligned to identified school priority areas. Throughout the school year, weekly professional development sessions extend teacher learning in these priority areas. Teachers also have the opportunity to receive support embedded in their daily work. For example, teachers receive targeted coaching from instructional leaders based on specific areas of need. Furthermore, all teachers engage in regular team meetings to analyze data, plan collaboratively with colleagues, and share best practices. Teachers are also encouraged to engage in external professional learning opportunities based on their individual teacher goals and needs.

^[1] <https://www.shrm.org/hr-today/news/hr-magazine/summer2021/pages/why-soft-skills-are-important.aspx>

^[2] <https://casel.org/fundamentals-of-sel/what-does-the-research-say>

ENROLLMENT SUMMARY

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	55	54	51	56	34	60	39							349
2021-22	57	60	61	54	52	32	49							365
2022-23	46	54	62	52	53	51	27							345

GOAL 1: ENGLISH LANGUAGE ARTS

Finn Academy Charter School scholars will be proficient readers and writers of the English language.

BACKGROUND

In grades K-3, 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 while diving deep into a wide variety of topics. Scholars were learning social studies and science content through the lens of ELA, applying and connecting their knowledge to the world around them.

In grades 4-6 Scholars transitioned to an engaging Reading Reconsidered Curriculum. In the 2022-2023 academic year, the Finn Academy team continued to implement the methodology contained within “Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction,” as the primary framework for its upper Elementary ELA program (grades 4 – 6). This curriculum explicitly teaches literacy skills expected of high-quality, research based instruction, while providing a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of our educators at all levels. Reading Reconsidered is combined with the Teach Like a Champion practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to further enhance and support our teachers’ instructional practices and development.

During the 2022-2023 Academic School Year, we implemented the “Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction” fully for our 4th Grade ELA Instruction. This change from a transitional year to full implementation allowed our scholars to begin learning their literature, history, math, science or art via an ELA curriculum a year earlier, providing them with a firm foundation of strong reading skills. This curriculum teaches our scholars to read with precision, rigor and insight utilizing challenging texts and “close reading” strategies as practiced together in class.

Reading Reconsidered supports instruction that is engaging, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with imbedded 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.

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Classroom teachers facilitated opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets all Common Core standards in writing and ELA. Each grade level worked diligently to connect the unit/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. One example of this is a Field Study our fifth graders took during the 2022-2023 school year to Elmira College while reading *A Single Shard* by Linda Sue Park. They were able to witness a professor create pottery while learning about the historical significance of pottery from a professor and artist. An example of an Expert Speaker we hosted was a lead speaker on Craniofacial Condition, Jeremy Dale while reading the novel *Wonder* by R.J. Palacio. Jeremy spoke firsthand about his experiences, cementing our scholars critical thinking and learning of this novel. We continue to infuse these critical real-world connections into our instruction.

Formative and summative assessments (formal and informal) were administered regularly throughout the course of the units 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 and Uncommon Schools to provide teachers with support around high-quality writing, teaching to the skills utilizing and referencing texts, and scaffolding support as needed. In addition to this curriculum, classroom teachers worked diligently to differentiate instruction during our ELA skills labs. When creating our master schedule, we purposefully provided additional Skills Labs time to ensure our staff could focus on the skills and strategies scholars needed to improve academically. These labs provide purposeful instruction at our scholar's zone of proximal development, ensuring we are meeting our scholars at their instructional levels in order to explicitly teach the skills they are ready to learn. This differentiation involves using materials from previous or future grade levels to meet their needs, while ensuring all grade level standards are also being met. With the addition of our lengthened skills labs, many opportunities for professional learning arose and strengthened in order to meet our scholars' vast academic needs.

In addition to in house EL Professional Development, we continued to partner with and implement Kagan Cooperative Learning Structures to further enhance our scholar engagement and achievement in Language Arts. The Kagan Structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence. Research has shown that the Kagan structures boost academics, close the achievement gap, improve scholar relations and create a kind and caring school community.

METHOD

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During 2022-2023 school year, Finn Academy primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Reading for grades K-6. Test administration was conducted three times during the year: Fall of 2022 and Winter and Spring of 2023. Grade level norm scores were reported as well as Median Projected Growth Scores in grades 3-6. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for grade level norm expectations and meeting projected growth.

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn Scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2022 to Spring of 2023. There were four internal goals for ELA; the results and accompanying evaluation of each are listed below.

Finn Academy met the following internal exam goals:

Measure 3: Students with Disabilities:

Finn Academy met one of the four targets established by SUNY CSI for ELA. The target measure we met was Measure 3: Median growth percentile of 3rd through 6th grade students with disabilities at our school equal to or greater than our median growth (51.6%). Our students with disabilities exceeded their peer's growth rates with a median growth of 57.25%. This is a 5.65% increase above the growth rate of our general education scholars.

Of significant note is the median growth percentile of 3rd through 6th grade students with disabilities at our school is 4% higher than the median growth of our 3rd through 6th grade general education students, indicating a strong Department of Special Education.

Finn Academy fell short of the following targets:

Measure 1: All Students:

The school's median growth percentile of all 3rd through 6th grade students will be greater than 50. Finn Academy did not meet this goal with our scholars achieving a median growth percentile of 46.25 for grades 3-6. While we recognize that we need to improve in this area, we also note that our median growth percentile is heading in the right direction since it is up from 42.5% in the 2020-2021 year.

Measure 2: Low Initial Achievers:

Each year, the school's median growth percentile of all 3rd through 6th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed

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55 in the Spring administration. Our low initial achievers did not meet this goal with a growth percentile of 52%.

Measure 4: Scholars enrolled in at least their second year:

75% of 3rd through 6th grader students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to the New York State standards. 50% of students in grades 3-6 in at least their second year at Finn Academy have met this standard, as opposed to our goal of 75%.

In reviewing this data, we anticipated challenges in meeting Measure 4. While we did not meet the 75% target point of students enrolled in 2+ years here at Finn Academy, we did improve 11% in this subcategory over the past two years. In 2020-2021, 39.8% of our students enrolled in at least their second year met this or exceeded the RIT score proficiency equivalent versus 50% in 2022-2023, which is very promising. With this continued improving trend, we will strive to meet this target next year.

Our strategies to address scholars' needs post pandemic have proven to address the learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2023-24 school year.

Elementary and Middle ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

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	53	0	0	0	0	0	0	53
4	52	0	0	0	0	0	0	52
5	51	0	0	0	0	0	0	51
6	26	0	0	0	0	0	0	26
All	182	0	0	0	0	0	0	182

Performance on 2022-23 State English Language Arts Exam

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By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	53	12	23%	48	11	23%
4	52	18	35%	49	16	33%
5	51	22	43%	48	21	44%
6	26	10	38%	26	10	38%
All	182	62	34%	172	58	34%

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. Subsequent to 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.²

At the time of submission, Finn Academy did not have access to the test results for the Elmira City School District in order to complete this comparison. We did reach out to the District Superintendent to attempt to attain this data prior to its publication on the New York State Report Card, however, this data was not shared with the school.

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

¹ 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.

² 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 these data [here](#).

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	48	Unavailable	Unavailable
4	33%	49	Unavailable	Unavailable
5	44%	48	Unavailable	Unavailable
6	38%	26	Unavailable	Unavailable
All	34%	172	Unavailable	Unavailable

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) 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.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	66.7	26.4	42.2	-0.84
4	65.4	42.0	37.8	0.24
5	50.0	19.4	40.5	-1.35

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ 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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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
6	53.1	57.1	58.8	-0.11
All	59.9	37.7	45.2	-0.43

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 3rd– 6th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA Growth Map

ose an item.

NWEA

2022-23 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 6 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	177	46.25%	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 6 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	86	52	No

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Measure 3: Each year, the median growth percentile of 3 rd through 6 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 6 th grade general education students at the school.	Students with disabilities ⁵	46%	23	50% IEP 47% w 504	Yes
Measure 4: Each year, 75% of 3 rd through 6 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁶	2+ students	75%	168	50%	No

End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁷	Number Tested	Percent Proficient	Number Tested
3	36%	53	37%	47
4	46%	52	47%	49
5	62%	50	65%	46
6	50%	26	50%	26
All	46%	181	50%	168

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Grades	Median Growth Percentile	Number Tested
3	40	50
4	40	52
5	55	49
6	50	26
All	46.25	177

SUMMARY OF THE ELA GOAL

In 2023-2024, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA and Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom curriculum-based measures to ensure that individual scholar's needs were met. This data was then used to drive differentiated skills labs instruction. For the 2022-2023 school year, we prioritized the hiring of an additional literacy specialist and math specialist to further meet the needs of our at-risk scholar population. To provide additional support to the differentiated needs of our scholars, we prioritized Skills Labs in our Master Schedule, ensuring all scholars are provided with explicit instruction in their Zone of Proximal Development for both ELA and Math.

In 2023-24 we will continue using NWEA Reading Fluency Assessment and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. Additionally, we implemented the Heggerty Science of Reading Instruction into all classes in grades K-2 to strengthen phonemic awareness in our youngest learners. We will continue to use Fountas and Pinnell Running Record Assessments for both RTI and Classroom data tracking purposes. Teachers analyze areas of weaknesses in our scholars in order to differentiate instruction and plan interventions to close skill gaps. We will also continue to provide daily ELA skills lab times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

Consistent Systems – The instructional leadership team will support teachers and staff in continuing to standardize academic, social-emotional, and classroom management expectations across classrooms and grade levels. These systems will be adjusted and refined as necessary aligned with data collection and analysis. We have developed Data meeting protocols to ensure grade level consistency when analyzing data and using this data to further drive instruction. More specifically, the data collected is then used to create Skills labs that are differentiated for each scholar in the classroom, thus ensuring they are learning at their Zone of Proximal development to ensure individualized scholar growth.

NYS ASSESSMENTS

2022-23 NYS ELA Assessment End of Year Results

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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 3-6.	Not Met
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.	Finn does not currently have access to District comparative data
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.	Not Met (21-22)
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

Finn Academy fell short in the following measures:

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 3-6.

In the 2022-2023 school year, 34% of scholars at Finn Academy were proficient on the NYS English Language Arts exam. The school recognizes the need for significant improvement in this area in order to meet this goal in the future.

A notable area of strength within the assessment data is that each grade level cohort showed a proficiency percent increase from the administration of the 2021-2022 assessment to the 2022-2023 assessment. Our 3rd to 4th grade cohort had a 9% increase in proficiency, our 5th to 6th grade cohort increased by 19% proficient, while our 4th to 5th grade cohort showed a 1% gain. This data supports that continued enrollment and targeted ELA instruction is resulting in improved outcomes by cohort.

Although the school does not currently have access to comparative data to the district of residence for the 2022-2023 test administration, it is noteworthy that for the 2021-2022 administration, the school outperformed the district of residence in all grade levels, with the greatest percent differential at 22% in fourth grade.

Another area of note, our sample size for scholars in 2+ years is very low, due to low transiency rate within our school and scholars. 94% of our scholars have been at Finn Academy for 2+ years, including

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our entire 6th grade cohort. This leads to our comparative data being no significant percentile discrepancy amongst our scholars for this measure.

ELA ACTION PLAN

Key factors and areas for growth became evident throughout our research process and data analysis, as described below:

Instructional Coaching – Finn Academy will continue to refine our system for instructional leadership capacity- by building school wide instructional coaching, an aligned protocol for identifying instructional goal-setting and growth, and creation of a year-long professional development calendar that involves content and curriculum-driven planning to support teacher development and scholar achievement and growth. Instructional coaching and professional development are tiered and differentiated to the extent possible, in order to best meet the varied needs of our instructional staff.

Additionally, we have partnered with SchoolWorks to support our Instructional Leadership Team. During our consultations, we trained in and normed the Classroom Visit Tool in order to provide consistent and specific feedback to staff in order to best provide support during Coaching Meetings and identify school-wide trends to address. Through our partnership with SchoolWorks, we have been able to access their Classroom Visit Tool in which we normed to ensure consistency amongst all classrooms. We then use this schoolwide data to determine areas for improvement that we need to explicitly focus on for professional development.

Interventionists: We have continued to grow our intervention staff with two literacy specialists and one Math specialist. In addition, we have an ENL specialist on staff to support with literacy intervention/enrichment as available.

GOAL 2: MATHEMATICS

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

BACKGROUND

In 2022-2023 Finn Academy continued to use GO Math for our Math curriculum. 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.

Computer Based Instruction was utilized through "Think Central" the online Go Math resource to further support differentiated instruction. Computer Based Assessments were continually administered, then analyzed in order to determine scholar deficit areas. Once these areas were identified, our staff created differentiated skills labs to meet their needs. Additional manipulatives and lab materials were supplied to classrooms this year to support the wide range of scholar needs determined due to the impact of

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Covid-19. Additionally, Skills labs times were lengthened at each grade level to ensure appropriate time is provided for the instruction of individual's differentiated skills.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

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	53	0	0	0	0	0	0	0	53
4	52	0	0	0	0	0	0	0	52
5	51	0	0	0	0	0	0	0	51
6	26	0	0	0	0	0	0	0	26
All	182	0	0	0	0	0	0	0	182

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	53	18	34%	48	17	35%
4	52	21	40%	49	19	39%
5	51	24	47%	48	24	50%
6	26	10	38%	26	10	38%
All	182	73	40%	172	70	41%

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.

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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

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.

At the time of submission, Finn Academy did not have access to the test results for the Elmira City School District in order to complete this comparison. We did reach out to the District Superintendent to attempt to attain this data prior to its publication on the New York State Report Card, however, this data was not shared with the school.

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35%	48	Not Available	Not Available
4	39%	49	Not Available	Not Available
5	50%	48	Not Available	Not Available
6	38%	26	Not Available	Not Available
All	41%	172	Not Available	Not Available

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

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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

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	66.7	32.1	43.2	-0.56
4	65.4	36.0	38.0	-0.10
5	50.0	26.7	39.8	-0.76
6	53.1	20.4	41.1	-1.23
All	59.9	29.1	40.6	-0.65

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 3rd – 6th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

Mathematics

NWEA

2022-23 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 6 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	177	50%	Yes

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Measure 2: Each year, the school's median growth percentile of all 3 rd through 6 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	87	53	No
Measure 3: Each year, the median growth percentile of 3 rd through 6 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 6 th grade general education students at the school.	Students with disabilities ⁸	50%	23	52%	Yes
Measure 4: Each year, 75% of 3 rd through 6 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁹	2+ students	75%	168	50	No

End of Year Performance on 2022-23 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁰	Number Tested	Percent Proficient	Number Tested
3	49%	53	51%	47
4	40%	52	41%	49
5	44%	50	57%	46
6	50%	26	50%	26
All	47%	181	50%	168

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁰ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	52	50
4	43	52
5	48	49
6	57	26
All	50	177

SUMMARY OF THE MATHEMATICS GOAL

NYS ASSESSMENTS

2022-23 NYS MATH Assessment End of Year Results

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 Met
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.	Finn does not currently have access to District comparative data
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.	Not Met (21-22)
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

Finn Academy fell short in the following measures:

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 math exam for grades 3-6. In the 2022-2023 school year, 41% of scholars at Finn Academy were proficient on the NYS Math exam. The school recognizes the need for significant improvement in this area in order to meet this goal in the future.

In contrast, a notable area of strength within the assessment data is that each grade level cohort showed a proficiency percent increase from the administration of the 2021-2022 assessment to the 2022-2023 assessment. Our 4th to 5th grade cohort had an 11% increase in proficiency, our 5th to 6th grade cohort increased by 11% proficiency, while our 3rd to 4th grade cohort showed an 8% gain. This data supports that continued enrollment and targeted ELA instruction is resulting in improved outcomes by cohort.

Although the school does not currently have access to comparative data to the district of residence for the 2022-2023 test administration, it is noteworthy that for the 2021-2022 administration, the school outperformed the district of residence in all grade levels, with the greatest percent differential at 21% in fourth grade.

Finn Academy met the building level goals established for grades 3-6. The internal goals for the NWEA Map Tests were reviewed by Leadership at the end of the year; and, to compare growth from Fall of 2022 to Spring of 2023. There were four internal goals for Math of which two were met; and Finn Academy met two of the targets established by SUNY for Math. These targets include:

Measure 1: Each year, the school's median growth percentile of all 3rd through 6th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. At Finn Academy, this target was met with 50% of our scholars in grades 3rd through 6th earning a median growth percentile greater than 50.

Measure 3: Each year, the median growth percentile of 3rd through 6th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 6th grade general education students at the school. This was met with a 2% (52%) increase in growth of our scholars with disabilities over our general education scholars (50%).

Finn Academy fell short of the following targets

Measure 2: Each year, the school's median growth percentile of all 3rd through 6th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. This goal was not met with a median growth rate of 53%, falling short of the goal by 2%.

Measure 4: 75% of 3rd through 6th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study. 50% of our students met this goal as opposed to a goal of 75%.

In reviewing this data, we recognize that there is work to be done around our scholars meeting or exceeding RIT score proficiency. Our strategies in addressing these critical data points going forward will include further development and work around increasing our academic rigor in order to improve our scholars meeting grade level expectations.

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MATHEMATICS ACTION PLAN

In 2022-2023, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom-based assessment data to ensure that scholar needs were met in classrooms. With this structure in place, we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with differentiated instruction and academic remediation in scheduled skills labs blocked time. Additionally, we have onboarded a Math Specialist in order to further support our initial achievers and improve their growth through explicit skills teach and practice.

Additional action steps implemented:

As stated above, instructional coaching, curricular fidelity, and ongoing work with our consultants will be critical in improving math instruction.

A full time Math Interventionist will help to close gaps for our struggling learners as well as provide enrichment to meet the needs of all learners.

A renewed focus and investment in the purchase of manipulatives to provide hands on, active and engaged learning for our scholars will help to promote a deeper understanding and comprehension of mathematic concepts.

The multiple Instructional Support Teachers, differentiated by grade level and specialty, will also help current teachers to deliver and execute engaging, rigorous, and effective lessons.

Professional development as we implement the latest version of GoMath in the 2023-2024 year. We will bring curriculum specialists in to ensure the curriculum is taught with fidelity while also strengthening pedagogical practices to improve teacher performance and scholar outcomes.

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 exposure 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.

We have continued some minor programmatic changes in the 2022-2023 school year that carried forward to the 2023-2024 year; subsequently, there is now a dedicated science class for 5th and 6th grade scholars where we utilize the FOSS Science Kit based Curriculum. Additionally, FOSS Science is being implemented with fidelity in our STEM space for grades 2-4.

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In the 2022-2023 School year, we implemented the new Science investigations in grades 3-4 as we navigated the new NYS Science Assessment process. We used the data derived from these investigations to determine where our strengths and weaknesses are amongst our scholars to create a plan for success going forward. Professional Development time was dedicated to vertically align our curriculum in order to ensure our scholars are set up for success when they take the NYS Science assessment in the 2023-2024 school year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

In alignment with the transition to the new Grade 5 Elementary-level Science Test measuring the new NYS P-12 Science Learning Standards, the School did not administer a New York State Testing Program science assessment.

By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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.

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.

2022-23 State Science Exam

Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
All						

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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.	N/A

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.

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Finn Academy has been in Good Standing every year since our opening.