Finn Academy: An Elmira Charter School

2021-2022 ACCOUNTABILITY PLAN PROGRESS REPORT

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Martina Baker (COO), Karen Cassetta (Academic Director), and Aimee Ciarlo (School Leader) prepared this 2021-22 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
Holly Strickland	Secretary	Academics
Jill Koski	Treasurer	Finance and Governance
Maya Patel	Trustee	Academics
Katie Stowell	Trustee	Academics and Governance

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

SCHOOL OVERVIEW

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 seventh year, the 2021-2022 school year, we served scholars in grades K-6. 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 key 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 embedded into our curriculum and provide scholars with authentic and purposeful (hands-on) experiential learning. Our model includes a STEM lab as well as 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, prosocial, 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.

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.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	49	36	66	54	54	44								303
2018-19	54	54	39	70	53	49	43							362
2019-20	53	49	57	39	68	48	46	25						385
2020-21	55	54	51	56	34	60	39							349
2021-22	57	60	61	54	52	32	49							365

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

In grades K-4, 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.

In grades 5-6 Scholars were engaged with the Reading Reconsidered Curriculum. In the 2021-2022 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 5 – 6). This curriculum provides a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of educators at any level, combined with the *Teach Like a Champion* practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to our teachers' instructional coaching and development.

During the 2021-2022 Academic School Year, we piloted the "*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction"* during the final quarter of 4th Grade Instruction. This pilot program provided scholars with a transitionary period between ELA curriculums and set them up for future success.

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 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.

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. 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 were expected to differentiate instruction in the ELA skills block, focusing on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about, 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.

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

METHOD

During 2021-20222, 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 K-6. Test administration was conducted three times during the year. Fall of 2021 and Winter and Spring

of 2022 respectively. 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 2021 to Spring of 2022. There were two internal goals for ELA: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Reading Assessments.

Of significant note was an increase of all scholar's median growth percentile of 9.1% over the prior year's growth percentile. Also of significant note is that in every grade level the proficiency percentage of scholars enrolled in at least their second year at Finn Academy outperformed their peers on the ELA NWEA by up to 12% at some grade levels.

Finn Academy met three of the four targets established by SUNY CSI for ELA. These targets include measures 1, 2 and 3; All students, Low Initial Achievers, and Students with Disabilities subgroups respectively.

Measure 1: All Students:

The school's median growth percentile of all 3rd through 6th grade students will be greater than 50. Finn Academy met this goal with our scholars achieving a median growth percentile of 51.6 for grades 3-6.

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 55 in the Spring administration. Our low initial achievers met this goal with a growth percentile of 57.5%.

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 all of our students.

Finn Academy fell short of the following target:

Measure 4: 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.[2] 57% 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 17.2% in this subcategory. 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 57% in 2021-2022, which is very promising. With this continued improving trend, we will meet this target next year.

Our strategies to address scholars' needs post pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2022-23 school-year.

ELA NWEA INTERNAL EXAM RESULTS

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 ELA: 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.	All students	>50	187	51.6%	Yes
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% growth in the spring administration.	Low initial achievers	Growth >55%	94	57.50%	Yes
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 8th grade general education students at the school.	Students with disabilities[1]	> median growth (51.6%)	30	56.75%	Yes
Measure 4: Each year, 75% of 3rd through 8th 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.[2]	2 years + scholars	75% > GLE RIT	161	57%	No

End of Year Performance on 2021-22 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[1]	Number Tested	Percent Proficient	Number Tested
3	41%	54	53%	43
4	70%	50	72%	46
5	55%	31	55%	27
6	43%	49	46%	45
All	52.25%	184	57%	161

End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	50%	54
4	61%	50
5	47%	31
6	46%	49
All	51%	184

End of Year Growth on 2021-22 NWEA MAP ELA Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	52%	35
4	68%	20
5	58%	14
6	52%	25
All	57%	94

End of Year Growth on 2021-22 NWEA MAP ELA Assessment By Students with Disabilities

[1] 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.

Grades	Median Growth Percentile	Number Tested
3	48%	3
4	84%	2
5	61%	11
6	34%	14
All	56.75%	30

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.

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 6th grades in spring 2022. 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).

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

Grade	Total Tested	Not Tested[2]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	53	0	0	0	0	53
4	50	0	0	0	0	50
5	31	0	0	0	0	31
6	49	0	0	0	0	49
All	183	0	0	0	0	183

Performance on 2021-22 State English Language Arts 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	26%	53	30%	44
4	42%	50	41%	46

[2] 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.

5	19%	31	21%	28
6	57%	49	56%	45
All	36%	183	37%	163

The Institute does not require charters to report on this measure for 2021-2022.

Goal 1: Comparative Measure

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.

2021-22 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30%	44		
4	41%	46		
5	21%	28		
6	56%	45		
All	37%	163		

Goal 1: Comparative Measure

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

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

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

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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 English language arts exam for grades 3-8.	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.	Unable to Report
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.	N/A
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

ACTION PLAN

In 2022-2023, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, 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.

In 2022-23 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. We implemented the F & P Interactive Read Alouds last year to help support comprehension and literacy-specific skill areas through a daily read aloud. 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 scheduled ELA skills lab times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

Other key factors and areas for growth became evident throughout our research process and data analysis,are 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 are training to norm the Classroom Visit Tool in order to provide consistent and specific feedback to staff in order to best provide support during Coaching Meetings.

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.

During 2021-22, in addition to the New York State 3rd- 6th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA

Goal 2: Mathematics

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

BACKGROUND

In 2021-2022 Finn Academy continued to use GO Math for its 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 Covid-19.

ELEMENTARY MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 6th grades in spring 2022. 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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[3]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	53	0	0	0	0	53
4	50	0	0	0	0	50
5	30	0	0	0	1	31
6	49	0	0	0	0	49
All	182	0	0	0	0	183

RESULTS AND EVALUATION

Overall, 29% 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 by 46%. Math continues to be an area of growth for Finn Academy; and, with continued fidelity to the rigorous GoMath curriculum, as well as targeted intervention support in the area of math through our tiered system of support, we expect results to continue to improve.

Performance on 2021-22 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	32%	53	36%	44
4	36%	50	35%	46
5	27%	30	26%	27
6	20%	49	20%	45
All	29%	182	29%	162

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[4]

2021-22 State Mathematics Exam

[3] 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.

[4] 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.

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	44		
4	35%	46		
5	26%	27		
6	20%	45		
All	29%	162		

Goal 2: Comparative Measure

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.

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

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

GOAL 2: ADDITIONAL MEASURE: INTERNAL MATH EXAM: NWEA

During 2021-22, in addition to the New York State 3rd- 6th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

METHOD

In order to determine specific internal growth results, Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Mathematics for grades K-6 as a supplement to the state exams. Test administration was conducted three times during the year. Fall of 2021, Winter of 2022 and Spring 2022 respectively. 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 and meeting projected growth.

INTERNAL EXAM RESULTS

2021-22 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 3rd through 6th grade students will be greater than 50. Student	All students	>50	354	57.75%	Yes

growth is the difference between the beginning of year score and the end of year score.					
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% growth in the spring administration.	Low initial achievers	Growth >55	95	58%	Yes
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 8th grade general education students at the school.	Students with disabilities[5]	> Median Growth 57.75%[6]	30	46.75%	No
Measure 4: Each year, 75% of 3rd through 8th 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.[7]	2+year students	75% >GLE RIT	160	59%	No

RESULTS AND EVALUATION

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 2021 to Spring of 2022. There were two internal goals for Math: (1) Percent of scholars meeting grade level norms; and (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Mathematics Assessments. Of significant note was the fact that at every single grade level, the percentage of scholars that were enrolled in at least their second year at Finn Academy outperformed their peers' level of proficiency.

Finn Academy met two of the targets established by SUNY for Math. These targets include 1: Growth percentile of all 3rd through 6th grade students will be greater than 50. This target was met with 57.75% median growth percentile; and 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 met with a median growth rate of 58%, exceeding the goal by 3%

Finn Academy fell short of the following targets: Measure 3: the median growth percentile of 3rd through 6th grade students with disabilities at the school was not equal to or greater than the median growth of

[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] Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

[7] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

their peers. This goal was not met, as our students with disabilities median growth was 46.75%, lower than their peers' rate of 57.75

Additionally, Finn Academy fell short on 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. 59% of our students met this goal as opposed to 75%.

In reviewing this data, we recognize that there is work to be done around our scholars with disabilities as well as holding our second year plus scholars to higher standards. Our strategies in addressing these critical data points going forward will include further development and work around Special Education co-teaching in order to best meet the needs of our students with disabilities. While we did not meet the measure for our students in their second year plus, we did improve 19.2% in this area. This data suggests that we are on the right track and making headway on this measure.

End of Year Performance on 2021-22 NWEA MAP Math 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[8]	Number Tested	Percent Proficient	Number Tested
3	50%	54	64%	42
4	60%	50	63%	46
5	65%	31	70%	27
6	39%	49	40%	45
All	53.5%	184	59%	160

End of Year Growth on 2021-22 NWEA MAP Math Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	71%	54
4	53%	50
5	67%	31
6	43%	49
All	57.75%	184

End of Year Growth on 2021-22 NWEA MAP MATH Assessment
By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	59%	25

[8] 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.

4	54%	25
5	72%	13
6	46%	32
All	58%	95

End of Year Growth on 2021-22 NWEA MAP MATH Assessment
By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	36%	3
4	47%	2
5	66%	11
6	38%	14
All	46.75%	30

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS 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 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.	Not Able to Report at time of Submission
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.	N/A
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

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, this year, we have onboarded

Math Specialist in order to further support our initial achievers and improve their growth through explicit skills teach and practice.

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 most struggling 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.

As the curriculum has been in place for multiple 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

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.

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 made some minor programmatic changes toward the end of the 2020-2021 school year that carried forward to the 2021-2022 year; subsequently, there is a now a dedicated science class for 5th and 6th grade scholars where we utilize the FOSS Science Kit based Curriculum.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in Spring 2022. 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

83% of scholars in at least their second year achieved proficiency on the NY State Science Exam; this measure and goal was therefore reached and surpassed the goal of 75% proficiency.

We feel confident that we will continue to reach these levels of proficiency as we continue to implement the FOSS Science curriculum and address various scientific concepts in our STEM classroom.

Charter School Performance on 2021-22 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 2nd Year	
	Percent Proficient	Number Tested
4	83%	46
All	83%	46

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Finn Academy has been in Good Standing since opening.

ADDITIONAL EVIDENCE

Finn Academy has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing