Finn Academy: An Elmira Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Aimee Ciarlo, Martina Baker, and Deb Breen

610 Lake Street
Elmira, New York 14901

607-737-8040

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Aimee Ciarlo (School Leader), Martina Baker (COO), and Deb Breen (Academic Director) prepared this 2023-24 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)
Renee Sutton	Chair	Finance
Kathryn Colletta	Vice-Chair	Governance
Jim Pfiffer	Trustee	Governance
Matthew Seybold	Secretary	Academics
Patricia Richards	Trustee	Academics
Jean Papandrea	Trustee	Academics
Kevin Brimmer	Treasurer	Finance

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. In our ninth year, the 2023-2024 school year, we served 394 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

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
2021-22	57	60	61	54	52	32	49							365
2022-23	46	54	62	52	53	51	27							345
2023-24	59	50	56	67	56	55	51							394

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 transition to an engaging Reading Reconsidered Curriculum. In the 2023-2024 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 2023-2024 Academic School Year, our fourth-grade scholars transitioned from EL Education's content-based literacy curriculum to "Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction." This allowed our scholars to begin learning literature, history, math, science and 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.

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 2023-2024 school year to Kol Ami Synagogue while reading *Number the Stars* by Lois Lowry to learn about Jewish culture and history. An example of an Expert Speaker was facilitated through Appleridge Senior Living Community. Sixth-grade scholars interviewed senior residents about the importance of shared memories while reading *The Giver* by Lois Lowry. 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 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.

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.

2023-24 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	65	1	1	1	0	0	0	67
4	56	1	0	0	0	0	0	57
5	51	0	0	0	0	0	1	52
6	50	0	0	0	0	0	0	50
All	222	2	1	1	0	0	1	226

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	65	21	32%	54	18	33%
4	56	20	36%	46	19	41%
5	51	14	27%	47	13	28%
6	50	24	48%	43	20	47%
All	222	79	36%	190	70	37%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.[2]

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
222	34%	30%	29%	7%

PI	=	30	+	29	+	7	=	66
				29	+	7	=	36
					+	(.5)*7	=	3.5
						PI	**=**	**105.5**

[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] You can find the statewide MIP goals for 2022-23 to 2026-27 here

RESULTS AND EVALUATION

During 2023-2024 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 2023 and Winter and Spring of 2024. Grade level norm scores were reported as well as Median 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 did not meet 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 2023 to Spring of 2024. There were four internal goals for ELA; the results and accompanying evaluation of each are listed below.

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 for grades 3-6. While we recognize that we need to improve in this area, our youngest scholars in this measure, grade 3, exceeded the target, with a median growth percentile of 52. Also, two cohorts of scholars improved their median growth percentile from the 22-23 school year. Scholars enrolled in grade 4 in 23-24 increased their median growth percentile by 8 while scholars enrolled in grade 5 in 23-24 increased by 1.

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 did not meet this goal with a growth percentile of 52. However, 14 scholars in grades 3-6 grew enough to score at RIT score proficiency equivalent for their grade level by Spring of 2024.

Measure 3: Students with Disabilities:

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. Finn Academy did not meet this goal of 46, with a result of 22. However, one-fifth of students with disabilities had a median growth percentile of 80 or greater, putting them in the highest quintile for growth.

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. 35% 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, the proficiency of scholars on the New York State ELA exam in this group increased by 3% from 34% proficient in 2022-2023 to 37% proficient in 2023-2024.

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.[3]

As of the due date of this report, Finn Academy leadership was unable to obtain NYS Assessment results for the host district – the Elmira City School District.

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 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	33%	54	Not Available	Not Available
4	41%	46	Not Available	Not Available
5	28%	47	Not Available	Not Available
6	47%	43	Not Available	Not Available
All	37%	189	Not Available	Not Available

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	53.8%	434.0	446.2	-1.42
4	63.5%	441.0	447.2	-0.65
5	62.7%	444.0	445.7	-0.19
6	63.0%	444.0	444.9	-0.10
All	60.4%	440.2	446.2	-0.67

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54.1	50.0
5	40.9	50.0
6	48.5	50.0
All	47.7	50.0

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

ELA INTERNAL EXAM RESULTS

During 2023-24, 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 MAP

NWEA

2023-24 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 3rd through 8th 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	221	46	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	119	52	No
Measure 3: Each year, the median growth percentile of 3rd through 8th 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[6]	46	24	22	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+ students	75%	197	35	No

[6] 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

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

End of Year Performance on 2023-24 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[8]	Number Tested	Percent Proficient	Number Tested
3	39.39	66	40.35	57
4	35.19	54	32.65	49
5	19.61	51	19.15	47
6	48.00	50	47.73	44
All	35.75	221	35.03	197

End of Year Growth on 2023-24 NWEA MAP ELA Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	52	66
4	48	54
5	41	51
6	43	50
All	46	221

SUMMARY OF THE ELA GOAL

In 2024-2025, 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 2023-2024 school year, we prioritized additional support during this skills lab time 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

[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.

scholars are provided with explicit instruction in their Zone of Proximal Development for both ELA and Math.

In 2024-25 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 will continue to use Heggerty Science of Reading Instruction in all classes in grades K-2 to strengthen phonemic awareness in our youngest learners. For those scholars in need of explicit decoding instruction in grade 3, we will use the structured phonics programming provided by our K-3 ELA curriculum, EL Education. 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.

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.

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.	No
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.	No
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.	Not available
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.	No (22-23)
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.	No (22-23)

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 2023-2024 school year, 36% 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 2 of 3 grade level cohorts showed a proficiency percent increase from the administration of the 2022-2023 assessment to the 2023-2024 assessment. Our 3rd to 4th grade cohort had a 13% increase in proficiency, our 5th to 6th grade cohort increased by 5% proficiency. This data supports that continued enrollment and targeted ELA instruction is resulting in improved outcomes by cohort. Additionally, the overall proficiency in grades 3 through 6 increased from 34% in 22-23 to 36% in 23-24.

Although the school does not currently have access to comparative data to the district of residence for the 2023-2024 test administration, it is noteworthy that for the 2022-2023 administration, the school outperformed the district of residence in all grade levels, with the greatest percent differential at 7% in 5th grade.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2023-2024 school year, Finn expanded the computer-based testing administration as required by New York State. There were particular challenges with administering the tests in grade 5 on scholar devices that we did not experience with grade 6. We believe this additional obstacle for scholars had a significant impact on test results. We will continue to look for solutions to these technological issues to prevent its effect on scholar performance in the future.

ELA ACTION PLAN

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

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, to best meet the varied needs of our instructional staff.

We have continued to grow our intervention staff with two literacy specialists and two Math specialists. 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 2023-2024 Finn Academy continued to use GO Math as 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 "Ed" the online Go Math resource to further support differentiated instruction, with supplementation through eSpark Learning. Curriculum Based Assessments were continually administered, then analyzed to determine scholar deficit areas. Once these areas were identified, our staff created differentiated skills labs to meet their needs. 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.

2023-24 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	65	1	1	1	0	0	0	0	67
4	56	1	0	0	0	0	0	0	57
5	51	0	0	0	0	0	1	0	52
6	50	0	0	0	0	0	0	0	50
All	222	2	1	1	0	0	1	0	226

Performance on 2023-24 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	65	23	35%	54	19	36%
4	56	23	41%	46	20	43%
5	51	17	33%	47	17	36%
6	50	24	48%	43	21	49%
All	222	87	39%	190	77	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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	28%	33%	29%	10%

PI	=	33	+	29	+	10	=	72
				29	+	10	=	39
					+	(.5)*10	=	5
						PI	=	116

RESULTS AND EVALUATION

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.

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.

As of the due date of this report, Finn Academy leadership was unable to obtain NYS Assessment results for the host district – the Elmira City School District.

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	54	Not Available	Not Available
4	43%	46	Not Available	Not Available
5	36%	47	Not Available	Not Available
6	49%	43	Not Available	Not Available
All	41%	190	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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a

regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 2023-24 analysis is not yet available. This report contains 2022-23 results.[9]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	53.8%	443.0	453.8	-0.97
4	63.5%	446.0	451.3	-0.44
5	62.7%	448.0	449.3	-0.11
6	63.0%	444.0	449.3	-0.42
All	60.4%	445.4	451.2	-0.50

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[10]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.6	50.0
5	56.5	50.0
6	37.9	50.0
All	51.3	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, 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

NWEA

2023-24 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 8th 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	221	51	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	121	55	Yes
Measure 3: Each year, the median growth percentile of 3rd through 8th 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[11]	51	24	[72.5	Yes

[11] 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

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.[12]	2+ students	75%	198	36.36	No

End of Year Performance on 2023-24 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[13]	Number Tested	Percent Proficient	Number Tested
3	40.91	66	42.11	57
4	33.33	54	32.65	49
5	31.37	51	31.25	48
6	40.00	50	38.64	44
All	36.65	221	36.36	198

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	48	66
4	49	54
5	58	51
6	67	50
7		
8		
All	51	221

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

[13] 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.

SUMMARY OF THE 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.	No
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.	Yes
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 available
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.	No (22-23)
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.	Yes (22-23)

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 2023-2024 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 2 of 3 grade level cohorts showed a proficiency percent increase from the administration of the 2022-2023 assessment to the 2023-2024 assessment. Our 3rd to 4th grade cohort had a 7% increase in proficiency, our 5th to 6th grade cohort increased by 1% proficiency. This data supports the idea that continued enrollment and targeted math 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 2023-2024 test administration, it is noteworthy that for the 2022-2023 administration, the school outperformed the district of residence in all grade levels in both math and ELA, with the greatest percent differential at 26% in 5th 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 2023 to Spring of 2024. There were four internal goals for math of which three were met.

Finn Academy met the following targets:

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 a median growth percentile of 51 for our scholars in grades 3 through 6.

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 percentile of 55.

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 exceeded by 21.5, with a median growth percentile of 72.5 for our scholars with disabilities over our general education scholars (51).

Finn Academy fell short of the following targets:

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. 36.36% 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.

ADDITIONAL CONTEXT AND EVIDENCE

MATHEMATICS ACTION PLAN

In 2024-2025, 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. Also, we have onboarded an additional Math interventionist to further support our low initial achievers and improve their growth through explicit skills teach and practice.

Additional action steps implemented:

As stated above, instructional coaching, curricular fidelity and expertise will be critical in improving math instruction.

Two full-time Math Interventionists 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 and purposeful play for our scholars will help to promote a deeper understanding and comprehension of mathematic concepts.

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

Professional development for teachers will fine-tune implementation the latest version of GO Math in the 2024-2025 year. We will bring in curriculum specialists and further develop in-house expertise 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 2023-2024 school year that carried forward to the 2024-2025 year. In addition to the dedicated science class for 5th and 6th grade scholars using the FOSS Science Kit based Curriculum, we have added time for science instruction within the grade level classroom for grades 3 and 4. Additionally, FOSS Science is being implemented with fidelity in our STEM space for grade 2.

In the 2023-2024 school year, we continued implementation of the NYS Science investigations in grades 4-5 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. In the 2024-2025 school year, we will continue to refine the use of these investigations to best support scholars and identify areas of needed growth to ensure improved performance on the NYS science assessment.

ELEMENTARY AND MIDDLE SCIENCE

Science 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	46	16	35%
All	46	16	35%

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.

As of the due date of this report, Finn Academy leadership was unable to obtain NYS Assessment results for the host district – the Elmira City School District.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

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

5	46	16	35%	Not Available	Not Available	Not Available
All	46	16	35%	Not Available	Not Available	Not Available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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. In the 2023-2024 school year, Finn Academy fell short of this goal with 35% of scholars enrolled in at least their second year scoring proficient. We realize there is much work to be done in this area as we adjust our programming to prepare scholars for the rigor of the updated science exam.

Type	Measure	Outcome
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.	No
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.	Not available

EVALUATION OF THE SCIENCE GOAL

We have continued some programmatic changes in the 2024-2025 school year. In addition to the dedicated science class for 5th and 6th grade scholars using the FOSS Science Kit based Curriculum, we have added time for science instruction within the grade level classroom for grades 3 and 4. Additionally, FOSS Science is being implemented with fidelity in our STEM space for grade 2.

In the 2024-2025 school year, we will continue to refine the use of the NYS science investigations to best support scholars and identify areas of needed growth to ensure improved performance on the NYS science assessment.

In addition, Finn Academy will continue to provide professional development to staff in rigorous hands-on science instruction through our existing curricula, as well as the expectations demonstrated in the state science investigations.

ADDITIONAL CONTEXT AND EVIDENCE

ACTION PLAN

For the 2024-2025 year, in addition to the dedicated science class for 5th and 6th grade scholars using the FOSS Science Kit based Curriculum, we have added instructional time for science within the grade level classrooms for grades 3 and 4. To support teachers in implementing this curriculum with fidelity and rigor, we have committed to providing additional professional development in this area through curriculum resources and in-house expertise.

In the 2024-2025 school year, we will continue implementation of the NYS Science investigations in grades 4-5 as we adjust from the new process experienced last year. In the 2024-2025 school year, we will continue to refine the use of these investigations to best support scholars and identify areas of needed growth to ensure improved performance on the NYS science assessment. Data derived from these investigations and the state assessment will determine our plan for further strengthening our science program.

GOAL 4: ESSA

ESSA Measure 1

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

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. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	LSI

ADDITIONAL CONTEXT AND EVIDENCE

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