



Finn Academy: An Elmira Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 12, 2018

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Martina Baker, Chief Operations Officer; Aimee Ciarlo, Dean of Scholars; and Katelin Woods, Mentor Teacher, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

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

Aimee Ciarlo and Martina Baker have served as the school leaders since July 1, 2017.

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At Finn Academy: An Elmira Charter School, we will engage scholars deeply in the arts, music, and in fitness. We will emphasize the importance of college attendance. We will nurture the character traits of leadership, scholarship, reflection, kindness, perseverance, and aspiration. We will strategically partner with community resources to be a model of best practice in education to make a measurable difference in scholar learning. We seek to increase the number of college and career ready scholars our community launches into a life and a future – by better preparing them for the demands and rigor of high school.

DESIGN ELEMENTS

- EL Education Partner School
- Extended Day and Year
- STReaM – Science, Technology, Reading, Engineering, Arts, and Math
- College Preparation
- Wellness
- Professional Learning and Teacher Support

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fourth year, the 2018-2019 school year, we now serve scholars in grades K-6.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	64	54	45	47	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	210
2016-17	34	65	52	48	46	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	245
2017-18	49	36	66	54	53	45	N/A	N/A	N/A	N/A	N/A	N/A	N/A	303

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Finn Academy partnered with EL Education during the 2017-18 school year to provide ELA curriculum, instruction, assessments, and professional development.

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In grades K-5, teachers utilized the New York State Common Core ELA 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.

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

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English Language Arts (“ELA”) assessment to scholars in 3rd through 5th grade in April 2018. Each scholar’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 scholars tested. It also provides a detailed breakdown of those scholars excluded from the exam. Note that this table includes all scholars according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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2017-18 State English Language Arts Exam
Number of Scholars Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	53				1	54
4	52				1	53
5	44				0	44
6						
7						
8						
All	149				2	151

Performance on 2017-18 State English Language Arts Exam
By All Scholars and Scholars Enrolled in At Least Their Second Year

Grades	All Scholars		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47%	53	55%	44
4	31%	52	32%	41
5	25%	44	21%	34
6				
7				
8				
All	33%	149	37%	119

RESULTS AND EVALUATION

Finn Academy did not meet the measure for ELA, “75 per cent of all tested scholars 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.” Overall, third grade scholars were 47% proficient, 4th grade scholars were at 31% proficiency, and 5th grade scholars were at 25% proficiency; when accounting for scholars enrolled in at least their second year, the proficiency for 3rd grade scholars rose to 55%, 4th graders in their second year were at 32% proficient, and 5th graders were at 21%.

While the 75% mark was not reached, we are encouraged by the growth in the 3rd grade cohort’s proficiency rating—these are the scholars who have attended Finn the longest and have been recipients of our curriculum for three years; their improved results and proficiency show our model is strong in ELA and results are improving.

In 2017-2018, we utilized NWEA to benchmark scholars throughout the school year around ELA, math (K-5), and language usage (3-5). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms. In January, along with utilizing NWEA benchmarks, we also incorporated MAP

¹ Scholars exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Skills, an online skills mastery and progress monitoring assessment that helped teachers drill down to the specific skills each student needed to learn. Lastly, NWEA was pertinent in predicting scholar achievement on the 2018 New York State Assessments.

ADDITIONAL EVIDENCE

As discussed above, our 3rd grade cohort saw significant gains on the ELA assessment. We are encouraged by their actual results, even in comparison to their projected proficiency on the NWEA assessment—their projected proficiency on the state assessment based on NWEA results was 39%, where their actual results came in at 47% proficient. Additionally, our projection for our 4th graders was 21% based on NWEA results, and they performed above this level at 31%; and 5th graders had a projected proficiency based on NWEA results of 14% proficiency, while they ended up performing at 25% proficient.

ELA Performance by Grade Level and Year

Grade	Percent of Scholars Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	25%	40	55%	44
4	N/A	N/A	11%	44	32%	41
5	N/A	N/A			21%	34
6	N/A	N/A				
7	N/A	N/A				
8	N/A	N/A				
All	N/A	N/A	18%	84	37%	119

Goal 1: Absolute Measure

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's scholars 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 scholars 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 scholars must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all scholars. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of scholars in all tested grades combined scoring at Level 2, plus two times the

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percent of scholars scoring at Level 3, plus two-and-a-half times the percent of scholars scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Based on our findings, the 2017-2018 target MIP for ELA is 101; therefore, Finn Academy exceeded this with a PI of 118.5.

Again, we can attribute these results to the strong curriculum we followed with EL Education, and the ability to implement all of the modules for our first year; teachers were freed from the burden of writing their own expeditions and curriculum, and they could focus more on following the already researched and designed modules.

Resources were more readily available in this year as well—in years past, financial constraints in our start up years restricted the materials we were able to purchase. In the 2017-2018 year, we were able to purchase and provide all of the materials required to implement the modules in whole, again freeing up our teachers from the burden of preparing these materials on their own and giving them the ability to plan and prepare rigorous and engaging lessons, thus better preparing our scholars for the rigor of the state assessments.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Scholars at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
149	34	31	28	7

PI	=	31	+	28	+	7	=	66
				28	+	7	=	35
					+	(.5)*[35]	=	17.5
						PI	=	118.5

Goal 1: Comparative Measure

Each year, the percent of all tested scholars 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 scholars in the same tested grades in the school district of comparison.

METHOD

A school compares tested scholars enrolled in at least their second year to all tested scholars in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested scholars in at least their second year at the school and the total result for all scholars at the corresponding grades in the school district.²

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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RESULTS AND EVALUATION

Finn Academy exceeded its host district's result at every grade level in ELA; 3rd grade Finn scholars in at least their second year performed at 55% proficiency compared to the District's 27%; 4th graders performed at 32% compared to the District's 19%; and 21% of 5th graders were proficient compared to the District's 15%. Within our 3rd year of operation, to outperform our host district in all grade levels on the ELA assessment is encouraging—it demonstrates we are executing a comprehensive and effective ELA curriculum and preparing our scholars for the rigorous state assessments.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Scholars at or Above Proficiency			
	Charter School Scholars In At Least 2 nd Year		All District Scholars	
	Percent	Number Tested	Percent	Number Tested
3	55%	44	27%	455
4	32%	41	19%	437
5	21%	34	15%	438
6				
7				
8				
All	37%	119	20%	1,330

ADDITIONAL EVIDENCE

In previous years we only outperformed our host district at one grade level on the ELA exam; this year, we surpassed them in all grade levels tested. In a similar comparison, we outperformed every other school that serves grades 3-6 within the Elmira City School District. This demonstrates we are a solid and strong alternative choice for the families in Elmira; while we have not yet reached the 75% proficiency rating, we purport we have made great strides toward that level and are hopeful our 2018-2019 3rd grade cohort (that has been with us since they were in kindergarten) will demonstrate that the Finn Academy model is working, with further increased proficiency on the ELA state assessment.

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

Grade	Percent of Scholars Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Scholars					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	25%	19%	55%	27%
4	N/A	N/A	11%	18%	32%	19%
5					21%	15%
6						
7						
8						
All						

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 scholars among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged scholars among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged scholars. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Our overall effect size was negative based on the 2016-2017 results; we are hopeful that with our significantly improved results in 2017-2018, plus an increase in our economically disadvantaged population, we will see our effect size move to the positive and be within the acceptable/predicted range for the 2017-2018 school year.

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2016-2017 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Scholars at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	50%	47	26%	46.5%	20.5%	-3.10
4	57%	46	11%	41%	30%	-2.60
5						
6						
7						
8						
All	53.5%	93	19%	43.78%		-2.85

School's Overall Comparative Performance:

-2.85

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	N/A					
2015-16	3					-2.28
2016-17	3, 4	53.5%	93	19%	43.78%	-2.85

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested scholars in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of scholars from one year to the next and the progress they are making in comparison to other scholars with the same score in the previous year. The analysis only includes scholars who took the state exam in 2016-17 and also have a state exam score from 2015-16 including scholars who were retained in the same grade. Scholars with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (scholar growth percentile). Scholars' 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.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

Finn Academy was able to access the 2017-2018 results, therefore they are included in the table below.

RESULTS AND EVALUATION

We were able to access the 17-18 results; for both grades 4 and 5 we exceeded the mean growth percentile target of 50.0. We attribute this, again, to the implementation of the entire EL Education curriculum and the emphasis placed on ELA in all of our spaces, including our special areas.

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

2017-2018 English Language Arts Mean Growth Percentile by Grade Level

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

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

Grade	Mean Growth Percentile				
	2014-15	2015-16	2016-17	2017-2018	Target
4			36.5	51	50.0
5				67.5	50.0
6					50.0
7					50.0
8					50.0
All				58	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school has not yet reached the overall goal of 75% proficiency for all scholars in at least their second year, we are encouraged by the increase in proficiency at each grade level; the outperformance of the local/host school district; and our mean growth percentile at each grade

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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level. Through the execution of our rigorous and engaging ELA curriculum and the EL Education modules, it is apparent we are making significant strides toward achieving proficiency for all of our scholars. Our data also demonstrates that the longer we are educating scholars, the better they are performing on the state assessments.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested scholars who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NOT ACHIEVED
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	ACHIEVED
Comparative	Each year, the percent of all tested scholars 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 scholars in the same tested grades in the school district of comparison.	ACHIEVED
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged scholars among all public schools in New York State. (Using 2016-17 results.)	NOT ACHIEVED
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested scholars in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	ACHIEVED

ACTION PLAN

We will continue to implement the EL Education ELA curriculum, and make connections to our local community and experts to deeply engage our scholars in their learning and the specific content areas. This increased engagement has proven successful, leading to improved proficiency and performance in ELA.

We will continue to utilize the NWEA benchmark assessment to provide and analyze data that will be used to drive our teachers' daily instruction. This data, along with data obtained through the ELA state examination results, provides us with specific focus areas for each scholar.

We have added two positions to help support teachers in the delivery of this complex and demanding ELA curriculum; an Instructional Support Teacher and a Mentor Teacher. These staff members are both highly qualified and skilled in the delivery of the EL Education curriculum, and will help guide and mentor new and developing teachers in the delivery of this complex and rigorous material.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Finn Academy utilized Jump Math to provide math instruction for scholars and a teacher created, Kindergarten focused curriculum for the 2017-2018 school year, in anticipation of a Kindergarten Jump Math curriculum to be released the following year.

Assessments for this curriculum were administered throughout each unit in the form of quizzes and culminated with a test at the end of each unit. Finn Academy had a math curriculum map for Jump Math that teachers utilized to ensure that their content was completed by the end of the year.

Professional Learning for Jump Math was delivered in-house during the 2017-2018 school year in the form of in-person presentations, in addition to various teleconference and video conference sessions with teachers.

Goal 2: Absolute Measure

Each year, 75 percent of all tested scholars enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to scholars in 3rd through 5th grade in April 2018. Each scholar'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 scholars tested. It also provides a detailed breakdown of those scholars excluded from the exam. Note that this table includes all scholars according to grade level, even if they have not enrolled in at least their second year.

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2017-18 State Mathematics Exam Number of Scholars Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	53				1	54
4	52				1	53
5	44					44
6						
7						
8						
All	149				2	151

RESULTS AND EVALUATION

Overall, 26% of our scholars who were enrolled in at least their second year at Finn Academy achieved proficiency on the state assessment; this is well below the 75% target.

Performance on 2017-18 State Mathematics Exam By All Scholars and Scholars Enrolled in At Least Their Second Year

Grades	All Scholars		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	53	50%	44
4	17%	52	17%	41
5	11%	44	12%	34
6				
7				
8				
All	25%	149	26%	119

ADDITIONAL EVIDENCE

In comparing the ELA results to the math results for all cohorts from the previous assessment year, in addition to the projected proficiencies and outcomes on our NWEA benchmark assessments, it became clear that the math program we were utilizing was not preparing our scholars for the rigorous state assessment, as we had intended it to.

Through a comprehensive months long process, a committee of teachers and building leaders gathered on a bi-weekly basis to investigate and assess the change to a new math curriculum for the 2018-2019 school year. Through that exhaustive process, it was determined we would abandon Jump Math as our math curriculum and adopt GoMath!, a nationally recognized program noted for

⁵ Scholars exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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its rigor and adherence to all of the Common Core and New York State standards, as our new math program for the 2018-2019 school year.

That new curriculum is now being utilized by all grade levels; we have arranged for various Professional Learning opportunities for teachers/staff members, to ensure we are implementing the new curriculum as effectively as possible, and will continue to offer Professional Learning on the new curriculum to ensure we can implement it with significant success in its first year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Scholars Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	21%	38	50%	44
4			7%	41	17%	41
5					12%	34
6						
7						
8						
All			14%	79	26%	119

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's scholars 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 scholars 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 scholars must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all scholars. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of scholars in all tested grades combined scoring at Level 2, plus two times the percent of scholars scoring at Level 3, plus two-and-a-half times the percent of scholars scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Based on our research, this year's MIP for math was set at 105, therefore we fell below the target with a PI of 91.5. Given our change to the GoMath! Curriculum this year, we anticipate a significant change in our math scores.

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Of note, again, is the growth of last year's 3rd grade cohort who were 43% proficient overall, and 50% proficient when considering those scholars who were in at least their second year at Finn Academy. These scholars performed at this proficiency level despite the gaps in our former math curriculum; we are optimistic that their success has much to do with the instruction they have received, but also their overall growth as scholars within our school. We have high behavioral expectations, and these scholars have been "raised" within our school culture since they entered as impressionable 1st graders. The importance we have placed on scholarship, academic success and rigor has certainly impacted this particular cohort, which is visible in their results, despite the fact we were utilizing a curriculum that had many gaps. Given the opportunity to learn with our new curriculum, we expect continued growth from this particular cohort on this year's state assessments.

It is also our prediction that our original kindergarten cohort (our current 3rd graders) will continue to show growth compared to previous cohorts, as they entered as our youngest learners and most have never known any other academic setting outside of Finn Academy. We have developed them as Finn scholars, and given the opportunity to utilize the new GoMath! curriculum, we anticipate strong results on the spring assessments.

In terms of staffing, we continue to utilize a Math Interventionist for our struggling learners; this position is currently half time, but we are working to grow this to a full-time position.

We have continued our "Walk to Math" program for our 6th grade scholars, to differentiate their instruction based on proficiency levels.

In addition, we continue to utilize NWEA data during our monthly data meetings to drive individual instruction and address any areas of growth that are needed.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Scholars at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
149	37%	38%	18%	7%

$$\begin{array}{ccccccc}
 \text{PI} & = & [38] & + & 18 & + & 7 \\
 & & & & 18 & + & [7] \\
 & & & & & + & (.5)*[7] \\
 & & & & & & \text{PI} \\
 & & & & & & = \\
 & & & & & & 63 \\
 & & & & & & [25] \\
 & & & & & & [3.5] \\
 & & & & & & [91.5]
 \end{array}$$

Goal 2: Comparative Measure

Each year, the percent of all tested scholars 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 scholars in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested scholars enrolled in at least their second year to that of all tested scholars in the public school district of comparison. Comparisons are between the

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results for each grade in which the school had tested scholars in at least their second year at the school and the total result for all scholars at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

When comparing the District results to Finn Academy results overall, they are at par. As noted above, our 3rd grade scholars showed significant growth and are the only cohort that outperformed the District, with a 50% proficiency for scholars in at least their second year, as compared to the District's 32% proficiency. After that, the District outperformed both our 4th and 5th grade cohorts on the math assessment.

Our 4th and 5th graders remained our most struggling learners in math and have the largest gaps to close; as they came to Finn as 2nd and 3rd graders, many of the mathematical foundations and skills they received in other settings were not sufficient to keep them on track for the higher grade levels. This is why we continue to staff a Math Interventionist to work with these struggling learners—to continue to close these gaps.

Again, we are enthusiastic and optimistic about the 3rd graders results and anticipate even more growth from the 2018-2019 3rd grade cohort, especially considering our switch to a more comprehensive and rigorous math curriculum.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Scholars at or Above Proficiency			
	Charter School Scholars In At Least 2 nd Year		All District Scholars	
	Percent	Number Tested	Percent	Number Tested
3	50%	44	32%	457
4	17%	41	23%	436
5	12%	34	21%	436
6				
7				
8				
All	26%	119	26%	1,329

⁶ 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](#).

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

Grade	Percent of Scholars Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Scholars					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	21%	29%	50%	32%
4			7%	21%	17%	23%
5					12%	21%
6						
7						
8						
All			14%	18%	26%	26%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged scholars 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 scholars among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged scholars. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The school did not meet the measure and the effect size is still negative; however, it is improving compared to the previous year; given the significant growth in scores for this year's 3rd grade cohort, we anticipate the effect size to be within the acceptable/predicted range for the 2017-2018 school year.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Scholars at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	50	46	26	52	26	-2.03
4	57	43	7	43	36	-2.19
5						
6						
7						
8						
All			13.72	47.82	34.1	-2.11

School's Overall Comparative Performance:

-2.11

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16	3					-2.27
2016-17	3,4	53.5	89	13.72	47.82	-2.11

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested scholars in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of scholars from one year to the next and the progress they are making in comparison to other scholars with the same score in the previous year. The analysis only includes scholars who took the state exam in 2016-17 and also have a state exam score in 2015-16 including scholars who were retained in the same grade. Scholars with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (scholar growth percentile). Scholars' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

Finn Academy was able to access the 2017-2018 results, which are listed in the chart below.

RESULTS AND EVALUATION

The school did not meet the measure for 4th grade, but did exceed the mean growth percentile for 5th grade with 64% compared to the target of 50.

2017-18 Mathematics Mean Growth Percentile by Grade Level

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2014-15	2015-16	2016-17	2017-2018	Target
4			40.5	43.5	50.0
5				64	50.0
6					50.0
7					50.0
8					50.0
All			40.5	53.75	50.0

SUMMARY OF THE MATHEMATICS GOAL

Overall, the school did not achieve the mathematics goal; we are encouraged by the results of the 3rd grade cohort, and certain that the change from the previous curriculum to the new curriculum for the 2018-2019 school year will lead to improved results for all grade level cohorts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested scholars who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	NOT ACHIEVED

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	NOT ACHIEVED
Comparative	Each year, the percent of all tested scholars who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of scholars in the same tested grades in the school district of comparison.	PARTIALLY ACHIEVED
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 small degree) according to a regression analysis controlling for economically disadvantaged scholars among all public schools in New York State. (Using 2016-17 results.)	NOT ACHIEVED
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested scholars in grades 4-8 will be above the target of 50. (Using the 2016-17 results.) We used the 2017-2018 results.	PARTIALLY ACHIEVED

ACTION PLAN

As stated previously, the change to the more rigorous, standards-based curriculum of GoMath! is intended to improve the overall math scores.

Increased Professional Learning to fully understand and execute the new curriculum has already taken place, and further sessions are already scheduled in the future to ensure teachers are implementing the new curriculum effectively. This includes on-site training by GoMath! curriculum expert coaches.

The intended increase from a part-time Math Interventionist to a full-time Math Interventionist will help to close gaps for our most struggling learners.

The addition of an Instructional Support Teacher and a Mentor Teacher will help current teachers to deliver and execute engaging, rigorous, and effective lessons.

Monthly grade-level data meetings will continue in order to analyze our scholars' performance on NWEA benchmark assessments, grouping them appropriately, and allowing for differentiated and targeted instruction.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STrEaM 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 Riverfriends 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.

Goal 3: Absolute Measure

Each year, 75 percent of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to scholars in 4th grade in spring 2018. The school converted each scholar's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires scholars enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Finn Academy did reach this absolute measure with an 88% proficiency rating for all scholars on the state science examination, and an 85% proficiency for scholars in at least their second year at Finn. We exceeded the absolute measure of 75% proficiency.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2017-18 State Science Exam By All Scholars and Scholars Enrolled in At Least Their Second Year

Grade	Percent of Scholars at Proficiency			
	Charter School Scholars In At Least 2 nd Year		All District Scholars	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85%	40	68%	438
8	N/A	N/A	N/A	N/A
All	85%	40	68%	438

ADDITIONAL EVIDENCE

In our first year of our scholars taking the state science examination, they achieved a 64% proficiency rating; our second cohort of fourth graders taking the assessment in the 2017-2018 academic year achieved an 88% proficiency overall; in only our third year of operation, we significantly outperformed our host district, which achieved a 68% proficiency rating.

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

Our connection to various community experts and organizations also provided our scholars with real-life connections to various scientific principles, further engaging them and giving real-life, hands on, practical scientific experiences.

Science Performance by Grade Level and School Year

Grade	Percent of Scholars Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A	N/A	64%	44	85%	40
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	64%	44	85%	40

Goal 3: Comparative Measure

Each year, the percent of all tested scholars enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all scholars in the same tested grades in the school district of comparison.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares tested scholars enrolled in at least their second year to all tested scholars in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested scholars in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

When comparing our 2017-2018 results on the stat science examination, compared to our host district, we did achieve the measure to outperform the district; our scholars achieved an 88% proficiency overall, and 85% for scholars in at least their second year, while the district achieved a 68% proficiency in 2016-2017.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Scholars at Proficiency			
	Charter School Scholars In At Least 2 nd Year		All District Scholars ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85%	40	68%	438
8				
All	85%	40	68%	438

ADDITIONAL EVIDENCE

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

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

Grade	Percent of Charter School Scholars at Proficiency and Enrolled in At Least their Second Year Compared to Local District Scholars					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	N/A		64%	68%	85%	68%
8						
All						

SUMMARY OF THE SCIENCE GOAL

Finn Academy has achieved this Accountability Plan goal.

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State examination.	ACHIEVED
Comparative	Each year, the percent of all tested scholars enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all scholars in the same tested grades in the school district of comparison.	ACHIEVED

ACTION PLAN

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

All scholars, K-6, receive STReaM instruction weekly from the STReaM instructor. This program was in its first year of operation in the 2016-17 school year and continues to be developed and improved with staff and leadership input. In the STReaM space, scholars explore the Engineering Design Process by exploring real-world problems and solutions. They collaborate with peers to generate new ideas about the world around them and make connections between science and engineering, and their expedition content.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

Goal 4: Absolute Measure

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

METHOD

Because *all* scholars are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of scholars among all tested scholars 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Status by Year—HEDI RATING

Year	Status
2015-16	
2016-17	INEFFECTIVE
2017-18	EFFECTIVE

