



FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN

PROGRESS REPORT

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By: Finn Academy Leadership Team

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Martina Baker, Aimee Ciarlo, Jeremy Wheeler, Theresa Cain and Deborah Breen prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
A. Renee Sutton	Chair	Finance
Cynthia Raj	Vice Chair	Governance, Academics
Maya Patel	Secretary	Academics
Jill Koski	Treasurer	Finance
Lynn Winner	Trustee	Academics Chair
Katie Stowell	Trustee	Academics, Governance
Kathryn Costello	Trustee	Governance Chair

Aimee Ciarlo and Jeremy Wheeler have served as the school leader(s) since 2017 and 2018, respectively.

SCHOOL OVERVIEW

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

Graduate Profile:

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

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fifth year, the 2019-2020 school year, we served scholars in grades K-7. We no longer provided a 7th grade program in 2020-2021 and were a K-6 school. Our program will be designated as Lower School K-4; and Upper School grades 5 and 6.

Key Design Elements:

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

scholar has daily recess, with trained staff that engages scholars in daily play and supports our universal norms and core values. Scholars experience the nutritional, community, and academic benefits of an Edible Schoolyard program to engage them in the work of planning.

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

Finn Academy made programmatic adjustments in moving to remote learning in March of 2020. We continued to provide a remote option to scholars for the 2020-2021 school-year. Approximately 100 scholars learned via remote instruction with a dedicated remote classroom teacher and the remainder of the scholars were in person five days a week. Finn was mandated by the State Health Department to move to full remote instruction from October 23rd through January 4th due to the designation by the State of New York as a COVID-cluster zone.

Google Classroom continued to be the Learning Management System (LMS) as an instructional conduit for all staff and scholars. Asynchronous and synchronous lessons were implemented daily to engage scholars in a flexible learning platform. Grade level teams (including special education teachers and school counselor), instructional coaches, and leadership continued to meet weekly to collaboratively plan and communicate data to be able to ensure rigor and continuity of remote instruction and in-person instruction. Clear scheduling of synchronous and asynchronous lessons, ongoing feedback and responsive communication with scholars and families provided equitable access to the learning for remote instruction. Technology devices were distributed along with hard copy materials in some cases to adapt for developmentally appropriate practices and ensure equity for scholars. Surveys were administered to staff and families for the planning of instructional and social-emotional needs.

Academic interventions and special education services continued remotely. Ongoing collaboration with our host district Committee on Special Education (CSE) was continual during the closure to ensure a free and appropriate public education (FAPE), consistent with the need to protect the health and safety of our community. Special education teachers provided ongoing family communication, scholar instruction/services, and other case management data on a weekly basis to ensure fidelity of the IEP, adapted to the remote environment. Remote learning plans were created and discussed with families to gain their input regarding services and ongoing academic and behavioral needs. Additional contemplation regarding program modifications or learning needs due to environmental barriers were considered and put into effect.

Attendance and participation rates were taken daily. Finn's attendance policy was updated to incorporate language that addressed factors relevant to remote instruction. Professional development continued weekly through Zoom Webinar focused on the implementation and essential consistencies of remote instruction; identification and support of social-emotional needs. Weekly PD also provided updates and guidance for all staff on any program additions or changes, as well as virtual teaching/learning strategies.

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
2016-17	34	67	53	47	48									249
2017-18	49	36	66	54	54	44								303
2018-19	54	54	39	70	53	49	43							362
2019-20	53	49	57	39	68	48	46	25						385
2020-21	55	54	51	56	34	60	39							349

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

In grades K-4, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

In grades 5-6 Scholars were engaged with the Reading Reconsidered Curriculum. In the 2019-2020 academic year, the Finn Academy team implemented the methodology contained within "*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*," as the primary framework for its upper school ELA program (grades 5 – 7). This curriculum provides a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of educators at any level, combined with the *Teach Like a Champion* practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to our teachers' instructional coaching and development.

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

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

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

As a result of the COVID-19 Pandemic we offered a fully remote program with a dedicated teacher in each grade level facilitating remote instruction. The remote program had approximately 75-100 scholars throughout the year. We had a fully in-person program 5 days a week that served 233-258 students.

METHOD

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Reading for K-6. Test administration was conducted three times during the year. Fall of 2020 and Winter of 2021 and Spring 2021 respectively. Grade level norm scores were reported as well as Median Projected Growth Scores in grades 3-6. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for grade level norm and meeting projected growth.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn Scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for ELA: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Reading Assessments. Of significant note was 6th grade which had 66% of scholars meeting the

grade level projected proficiency per NWEA cut scores and median 63rd percentile of national growth from Fall 2020-Spring 2021.

Finn academy met two of the targets established by SUNY CSI for ELA. These targets include gap closing measures 2 and 3. *Gap closing - 2. How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in *1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?*

In reviewing this data we anticipated challenges in meeting the growth targets 1 and the absolute measure based on the disruption in learning during the COVID-19 pandemic. We anticipated a “new norm” with the significant amount of time scholars spent in remote instruction and loss of continuity in the 2019-20 school-year and 2020-21 school-year. New norm meaning, where do scholars academic performance fall now in light of the challenges faced since March of 2020. What we have found very promising is meeting the targets for the two gap closing measures for our most at risk scholars. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms whether learning virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 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. This assessment in some cases has supplanted the former Fountas and Pinnell Reading assessment for our tier 1 and 2 scholars. We plan to implement F & P Interactive Read Alouds beginning in the fall to help support literacy-specific skill areas through a daily read aloud. We will continue to use Fountas and Pinnell Assessments for RTI purposes and to inform teachers in how to differentiate instruction, and plan interventions to close skill gaps. We will also continue to provide scheduled ELA skill block times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 ELA: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	42.5	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents 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	93	57.75	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	42.5	27	56.25	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 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 ³	Number Tested	Percent Proficient	≥2 Yr Number Tested

¹ 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

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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3	44.4	54	42.5	48
4	18.75	32	18.75	30
5	28.8	52	26.9	51
6	66.6	36	61.1	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	35	53
4	26	32
5	50	51
6	63	36
All (3-6)	42.5 median 43.5 ave.	172

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	36	27
4	44	21
5	71.5	32
6	74	13
All	57.75 median 56.3 ave.	93

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	15	3
4	28	9
5	84.5	12
6	99	3
All	56.25 median	27

	56.6 ave.	
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GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

In 2020-2021 Finn Academy continued to use GO Math for its math curriculum. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM-related, inquiry-based, problem- and project-based learning opportunities for all scholars.

Mixed state assessment results in previous years warranted the need to provide additional training in Math instruction. Staff was engaged in a day of Cognitive Guided Inquiry Mathematics training with Future Leaders Incubators (FLI) in April 2021.

As a result of the remote sections in grade 1-6 and all students in remote instruction from October 23rd -January 4th teachers reviewed and prioritized the learning standards and expectations through the end of June 2021. Teachers also utilized "Think Central" the online math resources to support remote instruction.

Method

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Mathematics for K-6. Test administration was conducted in Fall of 2020 and Winter of 2021 and Spring of 2021. Growth scores are from Fall 2020 through Spring 2021. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for the grade level norm RIT score (not the cut score for projected proficiency) and meeting projected growth.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for Math: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA

MAP Mathematics Assessments. Of significant note was the 6th grade cohort in all subgroup areas and also all of our 3-6 grade levels having conditional growth scores ranging from 61-70th percentiles.

Finn Academy met two of the targets established by SUNY CSI for Math. These targets include:1 *Growth- Did students grow at the normed rate according to the beginning of year baseline score?* . *Gap closing - 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in Gap closing - 2. *How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students?*and 4. *Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?*

In reviewing this data we anticipated challenges in meeting some of these targets. Regarding Growth -we were met with positive results in meeting this target. Having a clear viable curriculum that is also suitable in a remote environment likely contributed to this success. What we have found very promising is when we consider meeting the targets for the two gap closing measures of our most at risk populations. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, 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 data to ensure that scholar needs were met in classrooms, whether virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue to schedule Math Skills Block times to ensure teachers have the opportunity and support to differentiate math instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 Math: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	66.5	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not	Low initial achievers	55	121	64.25	Yes

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meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	66.5	27	54.75	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 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 ⁶	Number Tested	Percent Proficient	≥ 2 Years Number Tested
3	48	54	46.2	48
4	34	32	34.3	30
5	27	52	25	51
6	50	36	44.4	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

⁴ 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

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Grades	Median Growth Percentile	Number Tested
3	61	53
4	69	32
5	64	51
6	70	36
All (3-6)	66 ave. 66.5 median	172

End of Year Growth on 2020-21 NWEA MAP Math Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	63	31
4	40	26
5	65.5	44
6	78	20
All	64.25 median 61.6 ave.	121

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	46	3
4	30	9
5	63.5	12
6	92	3
All	54.75 median 57.8 ave.	27

Goal 3: Science

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

BACKGROUND

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

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

We made some minor programmatic changes toward the end of the 2020-2021 school year and had a dedicated science class for 5th and 6th grade scholars. We also provided a dedicated STEM time in the schedule for grades k-4. This allowed for coordination with the Coordinator who facilitates the Finn outdoor and hydroponics garden as well as utilizing the FOSS Science Kit based Curriculum and the digital Generation Genius Science Lessons.

As a result of transition to remote learning for some scholars and all scholars late October through January 4th, teachers were able to utilize some online learning resources to keep scholars engaged with science including “Mystery Science Lessons” mysteryscience.com and “Generation Genius” generationgenius.com. Teachers also facilitated science demos and STEM focused activities via their Google Classrooms.

METHOD

Finn Academy assessed all 4th grade scholars in February 2021. We used a previous year’s 4th grade NYS written state exam in February of 2021. The original intention of this exam was to identify skill gaps and inform instruction prior to taking the NYS 4th grade exam. We also utilize “mock” assessments to collect data for teacher planning and goal setting. We did not have scholars take the practical component of the science exam at that time. This assessment is directly aligned with the NYS standards that were assessed in 4th grade. All in person scholars took the NYS Science Test totaling 26.

RESULTS AND EVALUATION

A total of 19 scholars in 4th grade completed the “mock” exam in February of 2021 scoring 60% proficient. Using the data, the teachers planned instruction to improve scholar results for the June 2021 NYS Science Exam. Scholars improved and performed well with an overall percent score of 77% proficient.

ACTION PLAN

With changes in the NYSSLS implementation and assessment, Finn Academy will continue to integrate science and engineering practices, crosscutting concepts, and content into the curriculum. In 2021-2022

Finn Academy will continue “phasing” in the use of FOSS Science Curriculum Kits as the main Science curriculum. For the 2021-2022 school year, grades 5 and 6 will be fully implementing FOSS Science.

Partial implementation using FOSS Science in grades 3-4 and will continue for the 2021-22 school year. Teacher training and support will be ongoing in-house and through Delta Education.

GOAL 4: ESSA

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Finn Academy continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

Finn Academy has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing