

ZETA CHARTER SCHOOL - INWOOD 1

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Melanie Kotler

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Melanie Kotler, Legal Counsel and Special Projects, prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Jenny Sedlis	Board Chairperson
Keri Hoyt	Board Treasurer
Shannon Kete	Board Vice Chairperson
Nicole Brisbane	Board Secretary
Michele Caracappa	Proposed Boardmember
Samara Penn Savary	Boardmember

Amanda Simmons has served as the school leader since 2018.

The mission of Zeta Charter Schools is to build and sustain high-performing schools that forge thriving communities of lifelong learners, problem solvers, and innovators. Zeta Charter School - Inwood 1 (“Zeta Inwood 1” or “Zeta”) is one of two elementary schools opened in 2018 by Zeta Charter Schools, a new charter management organization founded in 2017. Zeta Inwood 1 launched in 2018 in Northern Manhattan with kindergarten and first grade, and plans to add one grade every year until it serves pre-Kindergarten through 12th grade.

Zeta Inwood 1 implements a rigorous school model that combines traditional and effective instructional practices with cutting-edge technology, hands-on learning opportunities, and innovative programming to equip students with the critical thinking skills, habits, and practice needed to achieve their highest potential.

The table below provides the school’s enrollment on BEDS day of each applicable year.

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														
2017-18														
2018-19	101	61												162

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, comprehending, and speaking the English language.

BACKGROUND

Zeta Inwood 1 uses the THINK Literacy curriculum because of its track record of promoting literacy growth with our target population. THINK Literacy is a framework that teaches students to become avid readers, elegant writers, and critical thinkers. Zeta draws on the THINK Literacy framework, using it as a basis to build out a comprehensive scope and sequence and lesson plans for ELA instruction at Zeta. The THINK framework is heavily relied upon in curricular development for Zeta as it focuses on building students' critical thinking skills, building independence as readers and writers, and teaching students to apply knowledge to real life situations and across content components. At the heart of THINK Literacy is a deep belief that students become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. Each and every day at Zeta, students see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

Because THINK Literacy does not specifically address phonemic awareness, Zeta supplements THINK Literacy with Success For All ("SFA"), a research-based and proven-effective program that provides children with experiences that prepare them for success in the primary grades and throughout their academic careers. Throughout the enriched Kindergarten program, SFA focuses on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing. These elements create a solid foundation for reading and learning, and each component of SFA supports these key developments.

Zeta believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. Zeta is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, Zeta Inwood 1 regularly assesses students on all areas of the ELA curriculum, gaining an accurate view into where students are strong and where they need additional support to master comments.

Additionally, in order to achieve great outcomes for students, Zeta believes that adults must be focused on their own continuous improvement. Zeta's professional learning program is designed to hone skills, provide content area knowledge, and improve pedagogical techniques so that the school team is prepared to mine the potential of every student and deliver excellent academic outcomes.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19. However, the school did implement a number of other ELA assessments, including Fountas & Pinnell Benchmark Assessment (F&P).

RESULTS AND EVALUATION

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19. However, during Zeta’s initial year of operation in the 2018-19 school year, students at Zeta Inwood 1 demonstrated dramatic academic growth in ELA through the F&P assessments, with 90.22% of kindergarteners and 87.72% of first graders reading on or above grade level by the end of the year. This reflected tremendous growth of 62.09% (from 28.13%) and 56.24% (from 31.48%), respectively, from the beginning of the school year.

Goal 1: Absolute Measure

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

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Growth Measure

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

Zeta Inwood 1 did not serve testing grades for the New York State English language arts examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

2018-19 English Language Arts Mean Growth Percentile by Grade Level

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.	N/A
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 students among all public schools in New York State.	N/A

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
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ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in Zeta Inwood 1’s charter will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan. Zeta Inwood 1’s initial academic results on the F&P assessment, as described above, demonstrate that its students are on track to meet or exceed its Accountability Plan goals.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

Zeta's mathematics curriculum is based on a combination of the following:

- **TERC Investigations in Number, Data, and Space** is a Kindergarten to fifth grade mathematics curriculum aligned to New York State Next Generation Learning Standards that is designed to support children as they make sense of mathematical ideas. TERC Investigations employs a hands-on approach that guides students to develop their own invented algorithms by working with concrete representations of numbers, such as manipulatives and drawings, as well as more traditional number sentences. In this approach, students first use concrete materials to solve problems and look for patterns and generalizations. As students need to record their work, they do so first by sketching pictures (representations) of the manipulative models and then finally move to using abstract (and more formal) mathematical notations for their work.
- **Contexts for Learning (CFL):** Zeta relies on CFL units to supplement the Investigations materials. Like TERC, CFL units are conceptually based on and aligned with the New York State Next Generation Learning Standards. These units foster deep understanding of mathematical understanding by creating contexts familiar to students' lives. The teacher training mirrors the work done in preparing to launch Investigations.
- **Cognitively Guided Instruction (CGI)** is also used to supplement TERC Investigations. CGI is a research-based professional development program focused on: (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. This mathematical approach gives teachers an understanding of the importance of student-led problem solving, as it requires students to solve problems using their own mathematical understandings and strategies; student strategies are then shared with the entire class in order to advance all students' mathematical understandings. Zeta uses CGI in part because of its successful use at Success Academy, where the use of CGI teacher and leader training as well as student instruction has led to excellent outcomes in a similar population to that of Zeta Inwood 1.

Zeta believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. Zeta is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, Zeta Inwood 1 regularly assesses students on all areas of the mathematics curriculum, gaining an accurate view into where students are strong and where they need additional support to master comments.

Additionally, in order to achieve great outcomes for students, Zeta believes that adults must be focused on their own continuous improvement. Zeta's professional learning program is designed to

hone skills, provide content area knowledge, and improve pedagogical techniques so that the school team is prepared to mine the potential of every student and deliver excellent academic outcomes.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19. However, the school did implement a number of math assessments during the 2018-19 school year, including periodic Interim Assessments in Math (IA).

RESULTS AND EVALUATION

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19. However, during Zeta’s initial year of operation in the 2018-19 school year, students at Zeta Inwood 1 demonstrated dramatic academic growth in math through the IA assessment, with 92.13% of kindergarteners and 90.91% of first graders meeting or exceeding grade level standards by the end of the year. This reflected tremendous growth of 62.66% (from 29.47%) and 68.27% (from 22.64%), respectively, from the beginning of the school year.

Goal 2: Absolute Measure

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.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index1 (“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

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the State Mathematics exam will be greater than that of students in the same tested grades in the local school district.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Growth Measure

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

Zeta Inwood 1 did not serve testing grades for the New York State mathematics examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

2018-19 Mathematics Mean Growth Percentile by Grade Level

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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.	N/A
Absolute	Each year, the school’s aggregate Performance Index1 (“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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the State Mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A

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 students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in Zeta Inwood 1’s charter will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan. Zeta Inwood 1’s initial academic results on its Interim Math Assessments, as described above, demonstrate that its students are on track to meet or exceed its Accountability Plan goals.

GOAL 3: SCIENCE

Goal 3: Science

Students will understand and apply scientific principles at a proficient level.

BACKGROUND

At Zeta, we are constantly thinking about how to move Science, Technology, and Engineering to the next level. Zeta students take Science five days per week beginning in Kindergarten, allowing them to engage in a variety of hands-on experiments and projects, leading to the discovery of deep noticings about their environment. By the end of Kindergarten, Zeta students will have conducted dozens of experiments. Students love to ask questions, and we capitalize on their natural curiosity with a hands-on approach, where students conduct experiments and are encouraged to observe and ask questions about the world around them. Zeta's curriculum is internally designed from two external sources, Amplify Science and Project Lead the Way. Both resources, like THINK Literacy, are aligned with the Next Generation Learning Standards, and focus heavily on student investigations that build critical thinking skills and teach students to apply knowledge in a variety of contexts.

Zeta's Science coach has created a Science Scope and Sequence and units of study aligned with the New York State Next Generation Science Standards, which provide structure and framework for what students will know and be able to do.

Instead of directly teaching the content that is necessary for mastery, Zeta students engage in hands-on, rigorous activities that put them into the shoes of a scientist/engineer. In Kindergarten, students start out the year learning about what humans and plants need to survive, engaging in many experiments to stand in the shoes of a true scientist. These experiments may include observing and growing garlic plants, going on Science walks to observe correlations to their environment and survival, and even dissecting fruits and vegetables weekly to compare and contrast human, plant, and animal needs. Throughout these units, students are able to work with their classmates, present to the class their findings, and, most importantly, dive into hands-on lessons to discover deep truths about science.

Zeta believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. Zeta is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, Zeta Inwood 1 regularly assesses students on all areas of the science curriculum, gaining an accurate view into where students are strong and where they need additional support to master comments.

Additionally, in order to achieve great outcomes for students, Zeta believes that adults must be focused on their own continuous improvement. Zeta's professional learning program is designed to hone skills, provide content area knowledge, and improve pedagogical techniques so that the school team is prepared to mine the potential of every student and deliver excellent academic outcomes.

Goal 3: Absolute Measure

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 Science exam.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State science examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or proficiency on a State Science exam will be greater than that of students in the same tested grades in the local school district.

METHOD

Zeta Inwood 1 did not serve testing grades for the New York State science examination in 2018-19.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

2018-19 Science Mean Growth Percentile by Grade Level

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE SCIENCE 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 Science exam.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or proficiency on a State Science exam will be greater than that of students in the same tested grades in the local school district.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in Zeta Inwood 1’s charter will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

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* 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

Zeta has not yet received an ESSA status.

ADDITIONAL EVIDENCE

Not applicable.