

Zeta Charter Schools - Tremont  
Park  
2021-22 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT

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## SCHOOL OVERVIEW

The mission of Zeta Charter Schools - Tremont Park (“Zeta Tremont Park”) is to ensure that every child has access to the highest-quality free education from pre-kindergarten through twelfth grade. Zeta Tremont Park is a public charter school located in Tremont Park and is operated by Zeta Charter Schools, a charter management organization. Zeta Tremont Park launched in 2020 with kindergarten, and adds one grade every year until it will eventually serve pre-kindergarten through twelfth grade. Currently, Zeta Tremont Park offers pre-kindergarten through second grade.

Zeta Tremont Park implements a next-generation, rigorous academic model combined with whole-child education. Zeta Tremont Park deploys progressive and effective instructional practices, cutting-edge technology, hands-on learning opportunities, and innovative programming to equip students with the critical thinking skills, habits, and practice they need to achieve their highest potential.

During the 2021-22 school year, Zeta Tremont Park operated 100% fully in-person schools. Despite the challenges of COVID, Zeta Tremont Park remained committed to holding a high excellence bar and supporting our students to grow and achieve that high bar.

## 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														
2017-18														
2018-19														
2019-20														
2020-21	55													55
2021-22	137	66												203

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

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

#### BACKGROUND

Zeta Tremont Park uses the Insight Humanities curriculum to promote strong literacy growth with our target population, which include general education students, students with special needs, students from low-income and mixed-income families, and English language learners (“ELLs”). Insight Humanities teaches students to become avid readers, elegant writers, and critical thinkers. It was selected for three reasons: it is aligned with the New York State Next Generation Learning Standards, contains high-quality and engaging curriculum content, and has yielded highly successful results across diverse populations of students. Rigorous English Language Arts (“ELA”) instruction is crucial to ensuring that Zeta’s schools close the vast opportunity gap affecting Zeta Tremont Park’s target population.

Zeta draws on the Insight Humanities framework, using it as a basis to build out a comprehensive scope and sequence and lesson plans for ELA instruction. The Zeta humanities approach is designed to deepen students’ love of literature while building critical thinking skills and independence as skilled readers and writers. Our program also teaches students to apply knowledge to real-life situations and across content areas. Zeta stands firmly on the premise that all students can learn to read and write, love to read and write, and do so extremely well. At the heart of our Zeta humanities program 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 discuss literature, their own

experiences, and the world around them. Every day at Zeta, students experience reading immersion through deeply studying excellent published text models of reading and writing. Students also have the opportunity to read and write with teacher coaching, experiment with language and craft to discover their own identities as readers and writers, and put the pieces together during extended blocks of independent reading and writing.

As Insight Humanities does not specifically address phonemic awareness, Zeta uses the Success For All (“SFA”) phonics curriculum, a research-based program that has proven effective in providing students with a strong literacy foundation, particularly in kindergarten and first grade, for which Zeta schools use SFA. Notably, SFA content has proven highly effective with low-resourced students, ELLs, and students with special needs.

In kindergarten, SFA focuses on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing. These elements, in conjunction with a strong comprehension program through Insight Humanities, create a solid foundation for reading and learning, with each component of SFA supporting key early literacy developments. SFA’s Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. SFA KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. The KinderRoots literacy strand includes 19 colorful stories with decodable texts. The Reading Between the Lions Online Platform linked to the SFA reading program creates memorable images of vocabulary, sound/letter correspondences, sound blending, and reading.

Zeta Tremont Park believes that accurate data about student mastery and growth is essential to creating a school program that meets the academic needs of our students. We are committed to leading with data and using data to drive decisions about curriculum and instruction. All of our students participate in the nationally recognized Fountas & Pinnell (“F&P”) reading assessment. For second grade students, Zeta Tremont Park measures student growth and achievement over the course of the year through a portfolio of rigorous in-house English Language Arts Interim Assessments (“ELA IAs”) aligned to Common Core standards, which the New York State Next Generation Learning Standards are based on. We primarily focus on these assessments when holistically reviewing the growth students make over the year.

Additionally, in order to achieve excellent outcomes for students, Zeta Tremont Park believes that adults must be focused on their own continuous improvement. Zeta Tremont Park’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 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: NYS ELA ASSESSMENT

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS

Not applicable.

EVALUATION

Not applicable.

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Level Index ("PLI") on the State English Language Arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's ESSA accountability system.

METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS

Not applicable.

EVALUATION

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 English Language Arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

## EVALUATION

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

## METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

## EVALUATION

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 state's unadjusted median growth percentile.

## METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

EVALUATION

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 PLI on the State English Language Arts exam will meet the AMO set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English Language Arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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. (Using 2020-21 results.)	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 state's unadjusted median growth percentile. (Using 2020-21 results.)	N/A

**ACTION PLAN**

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

**GOAL 2: MATHEMATICS**

**ELEMENTARY MATHEMATICS**

Goal 2: Mathematics: Students will show competency in their understanding and application of mathematical computation and problem solving.

**BACKGROUND: MATHEMATICS INTERNAL ASSESSMENT**

Zeta Tremont Park's foundation of math learning stems from the belief that students conceptually learn math most effectively through inquiry and problem-solving opportunities. Zeta Tremont

Park's mathematics curriculum is internally curated and based on a combination of the following curricula, and additionally supplemented with internally created materials:

- **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 mathematical understandings through a series of investigations, games, and activities. This conceptual approach allows students to understand math through collaborative learning. Investigations materials are drawn upon in Zeta Tremont Park's curricular design to teach both number sense as well as mathematical content such as geometry and data analysis.
- **Contexts for Learning ("CFL") Units** is used by Zeta Tremont Park to complement 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 mathematics by creating contexts familiar to students' lives. Like Investigations, CFL units expose students to a series of mathematical inquiries that are collaboratively solved. The teacher training mirrors the work done in preparing to launch Investigations.
- **Cognitively Guided Instruction ("CGI")** is another foundational aspect of Zeta Tremont Park's math content, building students' ability to solve mathematical problems and deepen their understanding of number sense and operations. Students are presented with daily problems that allow them to solve with both invented algorithms or by working with concrete representations of numbers, such as manipulatives and drawings, as well as more traditional number sentences. In this approach, younger 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. 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 understanding. Zeta Tremont Park uses CGI in part because of its successful use at other high-performing charter school networks, where the use of CGI teacher and leader training as well as student instruction have led to excellent outcomes in populations similar to that of Zeta Tremont Park's student population.

The above three curricular components were chosen for their alignment to Zeta Tremont Park's deeply held belief that students should learn math conceptually and collaboratively. Zeta Tremont Park's professional learning for teachers in math focuses on the following: (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.

Zeta Tremont Park 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 Tremont Park is committed to leading with data, using data to drive decisions about curriculum and instruction. To that end, we regularly assess 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 content.

**METHOD: NYS MATH ASSESSMENT**

**Goal 2: Absolute Measure**

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

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

**RESULTS**

Not applicable.

**EVALUATION**

Not applicable.

**Goal 2: Absolute Measure**

Each year, the school's aggregate Performance Level Index ("PLI") on the State Mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's ESSA accountability system.

**METHOD**

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

**RESULTS**

Not applicable.

**EVALUATION**

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 all students in the same tested grades in the school district of comparison.

## METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

## EVALUATION

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

## METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

## EVALUATION

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 state's unadjusted median growth percentile.

## METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

## EVALUATION

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 PLI on the state Mathematics exam will meet that year's AMO set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state Mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	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. (Using 2020-21 school district results.)	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 state's unadjusted median growth percentile.	N/A

## ACTION PLAN

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

## GOAL 3: SCIENCE

### Goal 3: Science

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

## BACKGROUND

At Zeta Tremont Park, we are constantly thinking about how to move Science, Technology, and Engineering to the next level. Zeta Tremont Park students have Science class five days per week beginning in kindergarten, allowing them to engage in a variety of hands-on, inquiry-based experiments and projects, leading to the discovery of deep observations about the world around them. By the end of kindergarten alone, Zeta Tremont Park students will have conducted dozens of experiments. Our Science program taps into and drives student curiosity and focuses on the process of doing science. Students engage in purposeful reading, writing, researching, and hands-on investigative activities. Through these learning tasks, students develop and utilize practices commonplace in science and engineering to aid in the acquisition of content knowledge, development of scientific ideas, and the application of their scientific understandings.

Throughout their science experience, students are repeatedly exposed to the domains of physical science, life science, chemistry, earth science, computer science and engineering. Students build content and process knowledge over time as the ideas they grapple with in each discipline become more complex. As a result, our students become acquainted with the plethora of scientific disciplines and career prospects that pertain to each.

Zeta Tremont Park's curriculum is internally adapted from Amplify Science. Resources are aligned with the New York State P-12 Science 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 head of Science has created a Science scope and sequence and units of study aligned with the New York State P-12 Science Learning Standards, which provide a structure and framework for what students will know and be able to do in Science.

### **Goal 3: Absolute Measure**

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

## METHOD

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

## RESULTS

Not applicable.

## EVALUATION

Not applicable.

**Goal 3: Comparative Measure**

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

**METHOD**

This school did not serve testing grades for the New York State English language arts examination in 2021-22.

**RESULTS**

Not applicable.

**EVALUATION**

Not applicable.

**SUMMARY OF THE SCIENCE GOAL**

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

**ACTION PLAN**

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

**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

Zeta Tremont Park has not yet received an ESSA rating.