

Zeta Charter Schools - Inwood

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

October 3, 2022

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SCHOOL OVERVIEW

The mission of Zeta Charter Schools - Inwood ("Zeta Inwood") is to ensure that every child has access to the highest-quality free education from pre-kindergarten through twelfth grade. Zeta Inwood is a public charter school located in Washington Heights and is operated by Zeta Charter Schools, a charter management organization. Zeta Inwood launched in 2018 with kindergarten and first grade, and adds one grade every year until it will eventually serve pre-kindergarten through twelfth grade. Currently, Zeta Inwood offers pre-kindergarten through fifth grade.

Zeta Inwood implements a next-generation, rigorous academic model combined with whole-child education. Zeta Inwood 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 Inwood operated 100% fully in-person schools. Despite the challenges of COVID, Zeta Inwood 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	106	64												170
2019-20	93	90	57											240
2020-21	150	108	89	60										407
2021-22	99	128	92	84	53									474

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 Inwood 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 Inwood’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 Inwood 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 our older grades, Zeta Inwood 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 Inwood believes that adults must be focused on their own continuous improvement. Zeta Inwood’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

The school administered the New York State ELA assessment to students in grades 3 and 4 in April 2022. Each student’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 students tested. It also provides a detailed breakdown of any students who did not take the exam. Note that this table includes all students 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled ²
		IEP	ELL	Absent	Refused	
3	79	0	0	0	0	79
4	49	0	0	0	1	50
5						
6						
7						
8						
All	128	0	0	0	1	129

RESULTS

In its first five years, Zeta has had just one year of schooling (2018-19—our first year) that was unaffected by COVID. In that year, 90% of students, on average, reached Zeta’s rigorous end-of-year grade-level standards in reading and math, based on our internal assessments. In our second year, 2019-20, students were tracking toward our end-of-year benchmarks when COVID-19 forced the closure of our school buildings in March 2020. In 2020-21, we were the first elementary schools in NYC to reopen our doors to full-time, in-person schooling, with ultimately over half of our students attending school full time in person, with our remaining students engaging in full-time remote, synchronous schooling. The 2020-21 school year was disrupted by quarantines, classroom closures, and school closures due to COVID-19. Nonetheless, 80% of our students took the New York state tests that year (the remaining 20% of students could not take the test because the New York State Education Department only permitted students who were in person to take the NYS Test), and, on average, 80% of our testing students passed the NYS tests.

In 2021-22, we remained fully in person all year, despite the ongoing challenges of COVID-19, including the Omicron variants. The year continued to be disrupted by quarantines and the reverberating effects of COVID-19 on students and staff, presenting new but equally difficult challenges impacting schooling.

In this extraordinary context, in the spring of 2022, Zeta’s third and fourth grade students took the NYS tests. While Zeta Inwood did not meet the goal of 75% of students in their second year or later at Zeta passing the NYS ELA assessment, students at Zeta Inwood significantly outperformed their student counterparts attending NYC DOE schools in NYC Community School District 6, where Zeta Inwood is located. In CSD 6, the NYC DOE average pass rate for ELA in third and

¹ Students are exempted from this exam based on their Individualized Education Program (“IEP”), ELL status, or absence for at least some part of the exam.

² Total enrollment is based on the number of students enrolled the day of the NYS Test.

fourth grades was 35%, 33 percentage points below the average pass rate of Zeta Inwood third and fourth graders (68%).

For 2022-23, we have developed and are executing against a strong, clear plan for closing students' COVID-driven academic gaps. In our Action Plan below, we outline specific steps that we are taking in service of ensuring our students meet our end-of-year goals.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in at Least Their Second Year

Grades	All Students		Enrolled in at Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72%	79	72%	68
4	61%	49	64%	39
5				
6				
7				
8				
All	68%	128	69%	107

EVALUATION

As noted, above, while Zeta Inwood did not meet the absolute measure goal in 2021-22 for ELA as a result of two years of COVID-impacted learning, students at Zeta Inwood significantly outperformed their student counterparts attending NYC DOE schools in NYC Community School District 6, where Zeta Inwood is located. For 2022-23, we have developed and are executing against a strong, clear Action Plan for closing students' COVID-driven academic gaps.

ADDITIONAL EVIDENCE

In 2020-21, Zeta Inwood exceeded the goal.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least Their Second Year Achieving Proficiency			
	2020-21		2021-22	
	Percent	Number Tested ³	Percent	Number Tested
3	91%	32	72%	68
4			64%	39
5				

³ 100% of Zeta students who returned to in-person schooling took the NYS assessments. The New York State Education Department did not permit students who were remote to take the NYS assessments.

6				
7				
8				
All	91%	32	69%	107

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

The federal Every Student Succeeds Act (“ESSA”) holds schools accountable for making annual yearly progress toward enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (“AMO”) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English Language Arts. Because the state has yet to release its AMO for this year, we cannot report on whether or not we have met the AMO. The Performance Level Index (“PLI”) is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

RESULTS

The state has not yet released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting this goal. Below is a break out of our achievement by Performance Level.

English Language Arts 2021-22 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
153	2%	30%	54%	14%

EVALUATION

Because the state has not released its AMO for 2021-22, we cannot evaluate Zeta Inwood’s progress toward the goal.

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.

⁴ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

METHOD

We compare the results for all of the school’s tested students enrolled in at least their second year at the school with the results of all tested students enrolled at the local school district. We evaluate results at both the school and grade level.

RESULTS

Zeta Inwood achieved a pass rate of 60% while the local school district achieved a pass rate of 24%.

2021-22 State English Language Arts Exam
Charter School and School District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Zeta Students in at Least Their 2nd Year		All School District Students ⁵	
	Percent	Number Tested	Percent	Number Tested
3	72%	68	39%	991
4	64%	39	31%	965
5				
6				
7				
8				
All	69%	107	24%	1956

EVALUATION

Zeta Inwood met this goal.

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

The SUNY Charter Schools Institute (the “Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a

⁵ Local school district of comparison is CSD 6.

similar concentration of economically disadvantaged students. 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.

RESULTS

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3 and 4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	76%	60	73%			
4	90%	44	61%			
5						
6						
7						
8						
All	81%	128	57%			

EVALUATION

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

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 measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2021-22 and also have a state exam score from 2020-21, including students who were retained in the same grade. Students with the same 2020-21 score are ranked by their 2021-22 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

RESULTS

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

2021-22 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

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.	Did Not Achieve, but Exceeded NYC CSD 6, Manhattan, NYC DOE
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.	Data Not Available
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.	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 students among all public schools in New York State. (Using 2020-21 results.)	Data Not Available
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.)	Data Not Available

ACTION PLAN

Zeta Inwood has developed a robust action plan by identifying specific gaps that we are focused on closing to improve student learning, growth, and outcomes.

Our Zeta ELA action plan for the 2022-23 school year focuses on essential areas of teaching and learning that have been proven to dramatically improve student achievement. The four pillars of our action plan include curriculum implementation, intervention and tutoring, professional learning, and data analysis.

- **Curriculum Implementation:** Our Zeta team has rigorously studied our data and outcomes to make curricular changes that will both proactively and reactively support student learning to meet our 2022-23 academic goals. Due to the unprecedented challenges of the COVID-19 pandemic, content gaps are our biggest gap that we must fill.
 - **Curriculum Review:** The Zeta ELA program provides daily opportunities to read rigorous, grade level content and develop original ideas that are shared verbally and in writing. To address the content gaps from the unprecedented disruption of the COVID-19 pandemic, our Zeta network Academic Team is doing an extensive curriculum review using the New York State Next Generation Standards. The full ELA curriculum is being reviewed to ensure that all standards are rigorously taught and assessed throughout the year. The results of this rigorous review will be shared with leaders and teachers to provide clarity in the grade-level content that must be taught and to ensure that leaders and teachers are equipped to provide exceptionally strategic instruction.
 - **Assessment and Feedback:** The Zeta ELA program includes daily opportunities for informal assessment and weekly opportunities for formal assessment through verbal discussion, multiple choice questions, and written response questions. Students in second through fifth grades will engage in a weekly mastery assessment to show all that they have learned about the ideas in a text and their knowledge of grade-level standards. Leaders and teachers will use this data by collecting it weekly, studying the data outcomes, and making changes each week to reteach any needed content to ensure mastery of grade-level standards for all students. By changing our approach to include more frequent weekly assessment cycles, Zeta will ensure that leaders and teachers understand the strengths and growth areas of students to most effectively guide learning for all students to achieve.
- **Intervention and Tutoring:** In order to ensure significant learning acceleration for all students who are not currently meeting grade-level standards, our Zeta team has developed an intensive intervention and tutoring plan. We have made key changes to enable higher levels of accountability and school ownership, easier implementation, sustainable progress monitoring systems, and the use of scientific research-backed programs.
 - **Small Group Daily Intervention:** Our Zeta classrooms are generally staffed with two teachers in each homeroom. This is an intentional staffing decision to equip our teachers with the ability to meet with small groups multiple times daily. Small-group instruction is a research-based intervention to accelerate learning. These small groups are designed based upon the weekly assessment cycles outlined above. Leaders and teachers will invest time daily to plan for small-group

lessons that provide critical content to ensure all students meet grade-level standards.

- **Response to Intervention:** In response to the challenges of COVID-19, Zeta has redesigned our Response to Intervention (“RtI”) approach and launched it earlier in the year than in previous years. From the launch of the school year, students who have been identified as in need of Response to Intervention support are receiving small-group instruction. Our Special Education team has designed a Response to Intervention scope and sequence that outlines the trajectory of learning. In literacy, teachers will use the Amplify reading adaptive technology program and grade-level texts to provide both online and in-person instruction.
- **Tutoring:** After each six-week assessment cycle, the assessment data will be reviewed to identify all students who were not able to meet grade-level goals and are in need of additional tutoring support. Tutoring is a research-based intervention that has been proven to accelerate student learning. Zeta students who do not meet the goals for our assessments will receive small-group tutoring support in literacy. These small groups will be strategically planned to support students in their areas of need; some of these may include accuracy, decoding, fluency, literal comprehension, inferential comprehension, and writing.
- **Professional Learning:** Our Zeta network Academic Team is providing targeted coaching for leaders and teachers that includes modeling exemplar lessons, observations of instruction, and leading and observing planning meetings with personalized feedback to ensure weekly growth. School leaders meet with their teaching teams multiple times a week to provide professional learning through planning meetings, observations, coaching, and feedback conversations. In literacy, professional learning will focus on developing leaders and teacher understanding of textual analysis to support all students in making meaning of the text and demonstrating their understanding through multiple choice questions and writing questions.
- **Data Analysis:** Our Zeta team has rigorously studied our data in order to ensure that we most effectively use instructional time to both close existing content gaps and ensure mastery of grade-level content in the future. The 2021-22 state-released instructional reports demonstrate both areas of strength that reflect areas to continue existing approaches and areas of need that are addressed in the action plan above.
 - **Many Students Missed the Passing Goal By Just a Few Points:** Overall, there are a high number of students who received 2s. The 2s represent 30.5 % of the Zeta Inwood student population. This high number of 2s shows that students have a strong foundation in ELA, but need more time to make up for COVID-19 learning loss. Only 1.6% of the Zeta Inwood student population received a level 1. These students have content gaps across ELA standards and are receiving targeted instruction in their areas of need.
 - **Grade 3:**
 - **Areas of Strength:**
 - Determine the meaning of words (RL.3.4 and L.3.4)
 - Distinguishing their viewpoint from the author (RI.3.6)
 - Ability to understand the main idea (RI.3.3) and central message (RL.3.2)
 - **Areas of Need:**
 - Describe the relationship between a series of events and their sequencing or cause an effect (RI.3.3)

- Use information from an illustration to understand the text (RI.3.7)
- Write about the central message of a fiction text
- **Grade 4:**
 - **Areas of Strengths:**
 - Determine the meaning of unknown words in fiction and non-fiction text (RI.4.4 and RL.4.4)
 - Determine and explain the main idea of a text (RI.4.2)
 - Determine the theme of a text (RL.4.2)
 - **Areas of Need:**
 - Explain how an author uses evidence to support a particular argument (RI.4.8) Describe the relationship between a series of events and their sequencing or cause an effect (RI.4.5)

Zeta believes that this strategic planning and targeted support early in the year and throughout the year as needed will allow both new and returning students at Zeta to grow tremendously and leave elementary school prepared for the rigors of middle school.

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

The above three curricular components were chosen for their alignment to Zeta Inwood’s deeply held belief that students should learn math conceptually and collaboratively. Zeta Inwood’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 Inwood 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 Inwood 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.

The school administered the New York State Mathematics assessment to students in grades 3 and 4 in April 2022. Each student’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 students tested. It also provides a detailed breakdown of any students who did not take the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	0	0	79
4	50	0	0	0	0	50
5						
6						
7						
8						
All	129	0	0	0	0	129

RESULTS

Zeta Inwood had 82% of students enrolled in at least their second year pass the math assessment.

For 2022-23, we have developed and are executing against a strong, clear plan for closing students’ COVID-driven academic gaps. In our Action Plan below, we outline specific steps that we are taking in service of ensuring our students meet our end-of-year goals.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in at Least Their Second Year

Grades	All Students		Enrolled in at Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81%	79	82%	68
4	78%	50	80%	40
5				
6				
7				
8				
All	80%	129	82%	108

EVALUATION

Zeta Inwood met this goal with 82% of students enrolled in at least their second year passing the math assessment.

⁶ Students are exempted from this exam based on their Individualized Education Program (“IEP”), ELL status, or absence for at least some part of the exam

ADDITIONAL EVIDENCE

In 2020-21, Zeta Inwood exceeded the goal.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least Their Second Year Achieving Proficiency			
	2020-21		2021-22	
	Percent	Number Tested	Percent	Number Tested
3	81%	32	82%	68
4			80%	40
5				
6				
7				
8				
All	81%	32	82%	108

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

ESSA holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in Mathematics. Because the state has not released its AMO for 2021-22, we cannot determine whether or not this goal was met. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

The state has not yet released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting this goal. Below, is a break out of our achievement by Performance Level.

Mathematics 2021-22 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

152	6%	14%	44%	36%
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EVALUATION

Because the state has not released its AMO for 2021-22, we cannot evaluate Zeta Inwood’s progress towards the goal.

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

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

RESULTS

Zeta Inwood achieved a pass rate of 59%, while the local school district achieved a pass rate of 20%.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Zeta Students in at Least Their 2nd Year		All District Students ⁸	
	Percent	Number Tested	Percent	Number Tested
3	69%	81	24%	814
4	46%	57	17%	872
5				
6				
7				
8				
All	59%	138	20%	1686

EVALUATION

Zeta Inwood achieved this goal.

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

⁸ Local school district of comparison is CSD 6.

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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.

RESULTS

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

EVALUATION

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

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 measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. A student must have participated in three years of state tests to have their growth percentile calculated. Since Zeta students have only participated in two years of state testing, the results are not available.

RESULTS

Zeta students have not participated in testing for a long enough duration to create a mean growth percentile.

2020-21 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median

4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

EVALUATION

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

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.	Achieved
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.	Data Not Available
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.	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 students among all public schools in New York State. (Using 2020-21 school district results.)	Data Not Available
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.	Data Not Available

ACTION PLAN

Zeta Inwood has developed a robust action plan by identifying specific gaps that we are focused on closing to improve student learning, growth, and outcomes.

Our Zeta Math action plan for the 2022-23 school year focuses on essential areas of teaching and learning that have been proven to dramatically improve student achievement. The four pillars of our action plan include curriculum implementation, intervention and tutoring, professional learning, and data analysis.

- **Curriculum Implementation:** Our Zeta team has rigorously studied our data and outcomes to make curricular changes that will both proactively and reactively support student learning to meet our 2022-23 academic goals. Due to the unprecedented challenges of the COVID-19 pandemic, content gaps are our biggest gap that we must fill.
 - **Curriculum Review:** The Zeta Math program provides daily opportunities to solve rigorous math problems in authentic, real-world contexts. To address the content gaps from the unprecedented disruption of the COVID-19 pandemic, our Zeta network Academic Team is doing an extensive curriculum review using the New York State Next Generation Standards. The full Math curriculum is being reviewed to ensure that all standards are rigorously taught and assessed throughout the year. The results of this rigorous review will be shared with leaders and teachers to provide clarity in the grade-level content that must be taught and to ensure that leaders and teachers are equipped to provide exceptionally strategic instruction.
 - **Unit Curriculum Interventions:** Zeta designed the first math unit of the 2022-23 year to provide a foundational launch that closes persistent content gaps from the COVID-19 pandemic. To proactively address content gaps, ongoing math units will strategically focus on both grade-level standards that are new for the grade and ongoing interventions to ensure mastery of grade-level learning for all students.
 - **Assessment:** Zeta math units have been revised to include daily and weekly opportunities for both formal and informal assessment to ensure learning. Our network Academic Team is creating weekly informal and formal assessment opportunities based upon the New York State Next Generation Standards. These weekly exit ticket opportunities will provide more frequent opportunities for leaders and teachers to assess student learning to celebrate growth and make intentional changes to reteach students anytime they do not achieve mastery of the grade-level content.
- **Intervention and Tutoring:** In order to ensure significant learning acceleration for all students who are not currently meeting grade-level standards, our Zeta team has developed an intensive intervention and tutoring plan. We have made key changes to enable higher levels of accountability and school ownership, easier implementation, sustainable progress monitoring systems, and the use of scientific research-backed programs.
 - **Small Group Daily Intervention:** Our Zeta classrooms are generally staffed with two teachers in each homeroom. This is an intentional staffing decision to equip our teachers with the ability to meet with small groups multiple times daily. Small-group instruction is a research-based intervention to accelerate learning. These small groups are designed based upon the weekly assessment cycles outlined above. Leaders and teachers will invest time daily to plan for small-group lessons that provide critical content to ensure all students meet grade-level standards.
 - **Response to Intervention:** In response to the challenges of COVID-19, Zeta has redesigned our Response to Intervention (RtI) approach and launched it earlier in the year than in previous years. From the launch of the school year, students who have been identified as in need of Response to Intervention support are receiving small-group instruction. Our Special Education team has designed a Response to Intervention scope and sequence that outlines the trajectory of learning. In math, teachers will use the Dreambox adaptive technology program and grade-level small-group instruction to provide both online and in-person learning.

- **Tutoring:** After each six-week assessment cycle, the assessment data will be reviewed to identify all students who were not able to meet grade-level goals and are in need of additional tutoring support. Tutoring is a research-based intervention that has been proven to accelerate student learning. Zeta students who do not meet the goals for our assessments will receive small-group tutoring support in math. These small groups will be strategically planned to support students in their areas of need; some of these may include numerical operations, fractions, measurement, and data.
- **Professional Learning:** Our Zeta network Academic Team is providing targeted coaching for leaders and teachers that includes modeling exemplar lessons, observations of instruction, and leading and observing planning meetings with personalized feedback to ensure weekly growth. School leaders meet with their teaching teams multiple times a week to provide professional learning through planning meetings, observations, coaching, and feedback conversations. In math, professional learning will focus on developing leaders and teacher understanding of mathematics to support all students in understanding problems and demonstrating their understanding through multiple choice questions and written mathematical questions.
- **Data Analysis:** Our Zeta team has rigorously studied our data in order to ensure that we most effectively use instructional time to both close existing content gaps and ensure mastery of grade level content in the future. The 2021-22 state-released instructional reports demonstrate both areas of strength that reflect areas to continue existing approaches and areas of need that are addressed in the action plan above.
 - **Many Students Missed the Passing Goal By Just a Few Points:** There were significantly more students who received a score of a 2 than a 1 on the test. 14% of Zeta Inwood students achieved a 2 compared to just 6% of students who scored a 1. This high number of 2s shows that students have a strong foundation in math, but need more time to make up for COVID-19 learning loss. Students who scored a 1 have content gaps across mathematical areas and are receiving targeted instruction in their areas of need.
 - **Grade 3:**
 - **Areas of Strength:**
 - Numbers and operations of fractions (3.NF.A)
 - Measurement and data (3.MD)
 - Operations and algebraic thinking (3.OA)
 - **Areas of Need:**
 - Use multiplication and division within 100 to solve word problems (3.OA.A.3)
 - Use place values to round whole numbers to the nearest 10 or 100 (3.NBT.A.1).
 - Word problems that dealt with multiplication and division within 100 (3.NBT.A.1 and 3.NBT.A.3).
 - Recognize an area as additive (3.MD.C.7d)
 - **Grade 4:**
 - **Areas of Strength:**
 - Measurement and data (4.MD)
 - Operations and algebraic thinking (4.OA)
 - Numbers and operations of fractions (4.NF.B)

- **Areas of Need:**
 - Recognize a line of symmetry for a two-dimensional figure (4.G.A.3)
 - Add and subtract mixed numbers and denominators (4.NF.B.3C).
 - Recognize angle measures as additive (4.MD.C.7).
 - Multiply whole numbers (4.NBT.B.5)

Zeta believes that this strategic planning and targeted support early in the year and throughout the year as needed will allow both new and returning students at Zeta to grow tremendously and leave elementary school prepared for the rigors of middle school.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

At Zeta Inwood, we are constantly thinking about how to move Science, Technology, and Engineering to the next level. Zeta Inwood 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 Inwood 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 Inwood'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

The school administered the New York State Science assessment to students in fourth grade in May and June of 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

Zeta Inwood achieved a proficiency rate of 100% for students enrolled in at least their second year.

**Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in at Least Their Second Year**

Grades	All Students		Enrolled in at Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	50	100%	40
8				
All	100%	50	100%	40

EVALUATION

Zeta Inwood demonstrated extremely high performance on the state Science assessment and had 100% of students pass the state science test. Additionally, 78% of students in at least their 2nd year at Zeta Inwood achieved a level 4, the highest possible score on the Science assessment.

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

RESULTS

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress towards meeting its goal.

2021-22 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Zeta Students In at Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	40		
8				
All	100%	40		

EVALUATION

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal.

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.	Achieved
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.	Data Not Available

ACTION PLAN

Zeta will continue offering inquiry-based Science to all students five days per week. Results from state Science tests show that Zeta’s focus on science is paying considerable dividends.

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 Inwood has not yet received its rating from the state for 2021-22.

ADDITIONAL EVIDENCE

Zeta Inwood achieved a status of “Good Standing” for 2019-20 and 2020-21.

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	Good Standing
2020-21	Good Standing