

Zeta Charter Schools - Inwood

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

September 16, 2024

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Joey Evans (contact: Jessie Ferguson), prepared this 2023-24 Accountability Plan Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Keri Hoyt	Board Chairperson
Nicole Brisbane	Board Secretary
Michele Caracappa	Board Member
Kenneth McClure	Board Member

Ana Martinez and Grace Ghawazzi are the school leaders.

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 Upper Manhattan 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 seventh 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.

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
2022-23	77	103	105	96	81	56								518
2023-24	107	104	108	110	98	84	57							668

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 phonics, 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. Starting in first grade, Zeta NYC uses SFA’s Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness through randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students’ love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction.

ELA instruction in the middle grades is designed to move our students from learning and practicing literary skills in silos toward becoming passionate literarians who expertly zoom in and out of texts to develop their own robust interpretations and drive toward the deepest meaning. Our main emphases in the middle grades are to ensure students read closely, write voraciously, analyze and discuss texts, and articulate their ideas as clearly and confidently as possible so they can thrive as productive citizens in an ever-evolving world. It is critical that we engage students with texts and writing tasks that span genres and allow them to make cross-curricular and cultural connections. During our middle school ELA seminars and units, students study literature, write analyses and essays, and engage in creative writing exercises, further discovering and developing their personal identities as literarians.

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. In second through seventh 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 through 6 in April 2024. 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).

2023-24 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	104	0	0	0	2	106
4	86	0	0	0	1	87
5	84	0	0	0	0	84
6	53	0	0	1	2	56
7						
8						
All	327	0	0	1	5	333

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.

RESULTS

Zeta substantially achieved this goal, coming within 1 point of the target with 74% of students enrolled in at least their second year passing the test. As further described below, Zeta Inwood significantly outperformed students in the local school district by 34 percentage points.

Performance on 2023-24 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	69%	104	62%	79
4	77%	86	77%	64
5	82%	84	85%	52
6	77%	53	80%	35
7				
8				
All	76%	327	74%	230

EVALUATION

Zeta substantially achieved this goal, coming within 1 point of the target with 74% of students enrolled in at least their second year passing the test. Further, Zeta students in fourth, fifth, and sixth grade met or exceeded this goal. Additionally, as described below, Zeta significantly outperformed students in the local school district by 34 percentage points.

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 200.³

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 2023-24 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
327	5%	19%	49%	27%

EVALUATION

Because the state has not released its AMO for 2023-24, 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.

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 74%, exceeding the local school district’s pass rate of 40% by 34 percentage points.

2023-24 State English Language Arts Exam Charter School and School District Performance by Grade Level

Grade	Percent of Students at Proficiency	
	Enrolled in at Least Their Second Year	All School District Students ⁴

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁴ Local school district of comparison is CSD 6.

	Percent Proficient	Number Tested	Percent	Number Tested
3	62%	79	39%	1066
4	77%	64	43%	1066
5	85%	52	39%	1055
6	80%	35	37%	1007
7				
8				
All	74%	230	29%	4194

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 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.

2023-24 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	69%	72	71%			
4	87%	75	76%			

5	83%	70	83%			
6	79%	42	81%			
7						
8						
All	79%	259	77%			

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 2023-24 and also have a state exam score from 2021-22, including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2023-24 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.

2023-24 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

EVALUATION

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

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
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 2023-24 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 2023-24 results.)	Data Not Available

ACTION PLAN

Zeta Inwood continues to achieve strong outcomes that are far higher than the local districts of comparison. These results represent the tremendous work of the Zeta Inwood students, teachers, school leaders, and staff.

Despite the school’s strong student outcomes, we continue to see residual impacts of COVID-19 learning loss in our testing data, as is evident in trends across New York City and State. To ensure strong continued performance, Zeta Inwood has developed a robust action plan to address these COVID-driven academic gaps as well as identify and address other gaps to improve student learning, growth, and outcomes.

Our Zeta ELA action plan for the 2024-25 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 assessment and curriculum implementation, intervention and tutoring, professional learning, and data analysis.

- **Assessment and 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 2024-25 academic goals.
 - **Assessments of High Rigor:** The Zeta Academics team is writing all new internal ELA assessments for 2024-25. These assessments are intentionally created to reflect the high bar Zeta has for rigorous academic learning and are based upon the New York Next Generation Standards to ensure all students are prepared for academic success in their current grade and future years.
 - **Curriculum Implementation of High-Quality Materials:** The Zeta ELA program provides daily opportunities to read rigorous, grade level content and develop original ideas that are shared verbally and in writing. The Zeta ELA Insight Humanities curriculum has been recently revised to ensure that texts and questions are of high-quality to enable learning for all students. The Zeta Academics team is creating new resources in 2024-25 to ensure scalable implementation and alignment of the curriculum across all schools to ensure growth for all Zeta students. The Zeta ELA curriculum includes all texts and questions that teachers will need to use in their instruction to provide high-quality learning. The Zeta Academics team is creating resources in 2024-25 to ensure scalable implementation and alignment of the curriculum across all schools through lesson study templates, videos, and exemplar responses.
 - **Digital Literacy:** In 2024-25, our focus is on increasing digital literacy across grades to equip all students with the learning habits needed to successfully learn and demonstrate their knowledge. In 2023-24, our fifth graders took the NYS ELA assessment digitally. We saw that students found it challenging to digitally annotate, search for evidence within a digital text, and synthesize their ideas in both multiple choice and written response questions. In 2024-25, we have built a robust approach to using scratch paper to synthesize ideas and to identify evidence that builds a strong depth understanding. Students have been immersed in this approach from the first week of school to ensure they are prepared to read with a strong depth of understanding and demonstrate their knowledge in a digital learning environment.
 - **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. As a new approach in 2024-25, the Zeta Academics team will collect data every week for all students to ensure strong accountability for their learning. Students in kindergarten through seventh grade 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. The Zeta Academics team and Zeta Schooling team will ensure leaders and teachers use this by studying the data outcome weekly, 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.
 - **Middle School Design:** In 2024-25, Zeta is launching a new middle school program to foster academic excellence and improve student outcomes. This includes expanding our leadership teams focused on middle school at both the network and

school level, as well as revamping our data-driven practices to ensure ongoing monitoring and targeted intervention.

- **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:** For school year 2024-25, Zeta will provide students with targeted support through our Response to Intervention (“RtI”) program. From the launch of the school year, students who have been identified as in need of RtI support are receiving small-group instruction. Our Special Education team follows an RtI 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 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 Academics team and Schooling team are 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. In 2024-25, a top priority of the Zeta network Academics team is creating professional learning resources for leaders and teachers that provide instruction in studying units and lessons. These resources will enable all Zeta teachers to have access to ongoing learning templates and videos that enable them to prepare for high-quality implementation of instruction.
- **Data Analysis and Collection Weekly to Create Rapid Cycles of Growth:** In 2024-25, our Zeta network Schooling team and Academics team have designed new, scalable systems to ensure data analysis and collection are ongoing to create rapid cycles of growth. Our Schooling team directly manages all Principals across Zeta. To ensure equitable learning for all students, classwork assessment assignments will now be collected weekly so that

data is able to be analyzed by the Zeta network Schooling team and Academics team, leaders, and teachers to ensure that root causes are identified and students receive the instructional feedback and support they need to grow academically every day. In 2024-25, Zeta is launching a new monthly data analysis meeting during which Principals will analyze data across their schools to create clear and actionable plans that enable all students to grow and support all Zeta schools in reaching their goals.

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:

- **Contexts for Learning ("CFL") Units** is used by Zeta Inwood to complement the Investigations materials. 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. 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.

- **Open Up Resources K–7 Math (“OUR Math”)** is a problem-based curriculum that offers a coherent mathematical story across units and grade levels to deepen problem-solving and conceptual understanding. Students access rigorous lessons that deepen mathematical reasoning which promotes positive math identity and develops perseverance. Teachers are equipped with lesson-specific language learner support and strategies. Each day, students participate in a mini-lesson to strengthen their capacity as flexible problem-solvers. After the mini-lesson, teachers present their classes with engaging problems to solve in small groups, allowing them to hone their mathematical reasoning skills, devise a plan of attack, and evaluate their answers. Once they are done working in groups, they share their answers and strategies with the class and evaluate, critique, and refine these various approaches to problem-solving. In this way, students come to understand and use math as a vehicle for thinking critically and strategically about the world around them.

The above 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 through 6 in May 2024. 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.

2023-24 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	103	0	0	1	2	106
4	83	0	0	3	1	87
5	84	0	0	0	0	84
6	53	0	0	1	2	56
7						
8						
All	323	0	0	2	6	333

RESULTS

Zeta met this goal with 88% of students in at least their second year meeting this goal. Additionally, Zeta met this goal when including all students who tested, with 87% of students passing.

Performance on 2023-24 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	95%	103	94%	78
4	94%	83	93%	61
5	79%	84	73%	52
6	89%	53	89%	35
7				
8				
All	87%	323	88%	226

EVALUATION

Zeta Inwood met this goal.

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.

⁵ 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

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 2023-24, 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 200.⁶

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 2023-24 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
323	2%	11%	53%	34%

EVALUATION

Because the state has not released its AMO for 2023-24, 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 88%, exceeding the local school district’s pass rate of 46% by 42 percentage points

2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

⁶ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Grade	Percent of Students at Proficiency			
	Zeta Students in at Least Their 2nd Year		All District Students ⁷	
	Percent Proficient	Number Tested	Percent	Number Tested
3	94%	78	46%	1169
4	93%	61	46%	1124
5	73%	52	50%	982
6	89%	35	40%	1117
7				
8				
All	88%	226	46%	4392

EVALUATION

Zeta Inwood met 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 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.

⁷ Local school district of comparison is CSD 6.

RESULTS

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

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3 and 4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	69%	71	93%			
4	87%	72	93%			
5	83%	70	71%			
6	79%	42	86%			
7						
8						
All	79%	255	86%			

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

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

2023-24 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 2023-24 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 met all outcomes (based on the data available) and continues to greatly outperform its local school district. These results represent the tremendous work of the Zeta Inwood students, teachers, school leaders, and staff.

To ensure strong continued performance, 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 2024-25 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 assessment and 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 2024-25 academic goals.
 - **Curriculum Implementation of High-Quality Materials:** The Zeta Math program provides daily opportunities to engage in rigorous mathematical conceptual learning and real-world problem solving. The Zeta math curriculum scope and sequence has been recently revised to ensure the strongest yearlong approach to rigorous learning. The Zeta math curriculum includes all problem sets and discussion questions that teachers will need to use in their instruction to provide high-quality learning. The Zeta Academics team is creating resources in 2024-25 to ensure scalable implementation and alignment of the curriculum across all schools through lesson study templates, videos, and exemplar responses.
 - **Assessment:** Zeta math units include daily and weekly opportunities for both formal and informal assessment to ensure learning. These weekly exit ticket opportunities will provide 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.
 - **Middle School Design:** As noted above, in 2024-25, Zeta is launching a new middle school program to foster academic excellence and improve student outcomes. This includes expanding our leadership teams focused on middle school at both the network and school level, as well as revamping our data-driven practices to ensure ongoing monitoring and targeted intervention.
- **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:** For school year 2024-25, Zeta will provide students with targeted supports through our RtI program. From the launch of the school year, students who have been identified as in need of RtI support are receiving small-group instruction. Our Special Education team follows an RtI 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 support 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 Academics 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 and Collection Weekly to Create Rapid Cycles of Growth:** In 2024-25, our Zeta network Schooling team and Academics team have designed new, scalable systems to ensure data analysis and collection are ongoing to create rapid cycles of growth. Our Schooling team directly manages all Principals across Zeta. To ensure equitable learning for all students, classwork assessment assignments will now be collected weekly so that data is able to be analyzed by the Zeta network Schooling team and Academics team, leaders, and teachers to ensure that root causes are identified and students receive the instructional feedback and support they need to grow academically every day. In 2024-25, Zeta is launching a new monthly data analysis meeting during which Principals will analyze data across their schools to create clear and actionable plans that enable all students to grow and support all Zeta schools in reaching their goals.

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 and Rock by Rock. 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.

In middle school, students build on their elementary learnings through more inquiry-based, hands-on laboratory investigations. Middle school courses focus on physical science, life science, chemistry, earth science, computer science, and engineering.

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.

RESULTS

In the first year of the new science exam, 77% of all Zeta Inwood students in at least their second year met proficiency on the State Science examination. As further described below, these results represent a proficiency rate of more than double the state-wide average.

**Performance on 2023-24 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
5	76%	84	77%	52
8				
All	76%	84	77%	52

EVALUATION

Zeta Inwood met this goal.

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

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

2023-24 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
5	76%	84	Data not Available	
8				
All	76%	84		

EVALUATION

The state has not released comparative data, so we cannot evaluate Zeta Inwood’s progress toward meeting its goal. However, the New York State pass rate of 35% and Zeta Inwood’s ELA and Math achievement relative to its local school districts indicates that it is very likely Zeta Inwood met this 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	Data not Available

⁸ Local school district of comparison is CSD 6.

	on the state Science exam will be greater than that of all students in the same tested grades in the school district of comparison.	
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ACTION PLAN

Zeta Inwood’s pass rate of 76% is more than double the New York State pass rate of 35%. As this was the first year of the new Science test, we plan to deeply study the released test items and our data in order to further strengthen our robust Science programming.

Our Zeta science action plan for the 2024-25 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 assessment and curriculum implementation, intervention and tutoring, professional learning, and data analysis.

- **Assessment and 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 2024-25 academic goals.
 - **Assessments of High Rigor:** The Zeta Academics team is writing all new internal assessments for 2024-25. These assessments are intentionally created to reflect the high bar Zeta has for rigorous academic learning. In science, assessments are based upon the New York State P-12 Science Learning Standards, to ensure all students are prepared for academic success in their current grade and future years.
 - **Curriculum Implementation of High-Quality Materials:** The Zeta science program uses the Amplify Science and Rock by Rock curriculum as a foundation and provides daily opportunities to engage in scientific learning through experiments, activities, and engagement in the science and engineering practices and cross cutting concepts. The Zeta science curriculum includes all science learning activities and questions that teachers will need to use in their instruction to provide high-quality learning. The Zeta Academics team is creating resources in 2024-25 to ensure scalable implementation and alignment of the curriculum across all schools through lesson study templates, videos, and exemplar responses.
 - **Assessment and Feedback:** The Zeta science program includes daily opportunities for informal assessment and weekly opportunities for formal assessment through verbal discussion, multiple choice questions, and written response questions. As a new approach in 2024-25 to ensure strong accountability for learning for all students the Zeta Academics team will collect data every week for all students. The Zeta Academics team and Zeta Schooling team will ensure 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.
 - **Middle School Design:** In 2024-25, Zeta is launching a new middle school program to foster academic excellence and improve student outcomes. This includes expanding our leadership teams focused on middle school at both the network and school level, as well as revamping our data-driven practices to ensure ongoing monitoring and targeted intervention.

- **Intervention and Tutoring:** Student learning success in science is closely connected to the ability to successfully read and engage in mathematical thinking to apply scientific knowledge. Our intervention and tutoring programs focus on learning across content areas 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.
 - **Response to Intervention:** For school year 2024-25, Zeta will provide students with targeted supports through our Rtl program. From the launch of the school year, students who have been identified as in need of Rtl support are receiving small-group instruction. Our Special Education team follows an Rtl scope and sequence that outlines the trajectory of 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.
- **Professional Learning:** Our Zeta network Academics team and Schooling team are 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 2024-25 a top priority of the Zeta network Academics team is creating professional learning resources for leaders and teachers that provide instruction in studying units and lessons. These resources will enable all Zeta teachers to have access to ongoing learning templates and videos that enable them to prepare for high-quality implementation of instruction. In science, professional learning will focus on developing leaders and teacher understanding of understanding scientific concepts at the unit and lesson level, thus preparing to implement lessons effectively to ensure all students are prepared for success in the current grade and their future.
- **Data Analysis and Collection Weekly to Create Rapid Cycles of Growth:** In 2024-25 our Zeta network Schooling team and Academics team have designed new, scalable systems to ensure data analysis and collection are ongoing to create rapid cycles of growth. Our Schooling team directly manages all Principals across Zeta. To ensure equitable learning for all students, classwork assignments will now be collected weekly so that data is able to be analyzed by the Zeta network Schooling team and Academics team, leaders, and teachers to ensure that root causes are identified and students receive the instructional feedback and support they need to grow academically every day. In 2024-25, Zeta is launching a new monthly data analysis meeting during which Principals will analyze data across their schools to create clear and actionable plans that enable all students to grow and support all Zeta schools in reaching their goals.

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 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 2023-24.

ADDITIONAL EVIDENCE

Zeta Inwood achieved a status of “Good Standing” for 2019-20, 2020-21, and 2021-22.

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing ⁹
2022-23	Good Standing

⁹ As of 2021-22 the state updated the naming convention for ‘Good Standing’ to ‘Local Support Initiative’. The school has retained the highest accountability rating each year.