

INSTRUCTIONS / NOTES

FOR 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT ("APPR")

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the "Institute") has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the "Additional Context and Evidence" sections for each goal area.
3. The Institute strongly recommends that schools supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the "Internal Assessment Results" sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2025. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



Zeta Charter Schools - Mount Eden

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2025

By **Jessie Ferguson**

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2024-25 MOUNT EDEN ACCOUNTABILITY PLAN PROGRESS REPORT

Jessie Ferguson (Chief Legal Counsel), Maya Cherayil (Legal Counsel), and Daniela Bartalini (Director of Scaling Systems & Strategy) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Keri Hoyt	President	N/A
Nicole Brisbane (through June 2025)	Secretary	N/A
Michele Caracappa	Trustee/Member	N/A
Ken McClure	Trustee/Member	N/A
Tyrone Davis	Trustee/Member	N/A

Monica Burress and Kiwana Evans are the school principals.

SCHOOL OVERVIEW

The mission of Zeta Charter Schools - Mount Eden ("Zeta Mount Eden") is to ensure that every child has access to the highest-quality free education from pre-kindergarten through twelfth grade. Zeta Mount Eden is a public charter school located in the Mount Eden and is operated by Zeta Charter Schools, a charter management organization. Zeta Mount Eden launched in 2021 with kindergarten and first grade, and adds one grade every year until it will eventually serve pre-kindergarten through twelfth grade. Currently, Zeta Mount Eden offers pre-kindergarten through fifth grade.

Zeta Mount Eden implements a next-generation, rigorous academic model combined with whole-child education. Zeta Mount Eden 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

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	140	111	57	0	0	0	0	0	0	0	0	0	0	308
2023-24	150	142	108	61	0	0	0	0	0	0	0	0	0	461
2024-25	149	155	125	95	51	0	0	0	0	0	0	0	0	575

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Zeta Mount Eden 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 Mount Eden'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.

Zeta Mount Eden 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 Mount Eden 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.

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Additionally, in order to achieve excellent outcomes for students, Zeta Mount Eden believes that adults must be focused on their own continuous improvement. Zeta Mount Eden'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.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	90	0	1	0	0	0	0	91
4	48	0	0	0	0	0	0	48
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
All	138	0	1	0	0	0	0	139

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	90	84	93.33%	77	72	93.5%
4	48	41	85.42%	38	32	84.2%
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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8	0	0	0	0	0	0
All	138	125	90.58%	115	104	90.4%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	9	46	45

$$PI = 0 * [0]_{\text{Level 1}} + 1 * [9]_{\text{Level 2}} + 2 * [46]_{\text{Level 3}} + 2.5 * [45]_{\text{Level 4}} = \mathbf{213.5}$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A 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 at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	93.5%	77	39.2%	1615
4	84.2%	38	37.8%	1576
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	91.2%	115	38.5%	3191

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	82.0	452.0	439.6	1.30
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	82.0	452.0	439.6	1.30

ELA Measure 5 - Growth

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

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 2022-23 including students who were retained in the same grade. Students with the same 2022-23 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 target for this measure, it must have a mean growth percentile greater than 50.

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ELA INTERNAL EXAM RESULTS

During the 2024-25 school year, Zeta Mount Eden measured student growth in ELA primarily through rigorous internal assessments aligned to the New York State Next Generation Learning Standards. These assessments, administered multiple times throughout the year, provided a clear picture of student progress in reading comprehension, analytical writing, and critical thinking. Teachers and leaders used the results to guide instructional adjustments, target interventions, and monitor individual growth over time. Student writing samples, classroom discussions, and daily opportunities for independent and guided practice offered additional evidence of mastery and growth beyond formal testing.

Zeta’s structured approach to literacy instruction, coupled with frequent data analysis and responsive teaching, resulted in students meeting all internal ELA goals for the year. Students demonstrated measurable gains in their ability to read complex texts, write with clarity and purpose, and engage in evidence-based discussion. These outcomes reflect both the effectiveness of Zeta’s instructional model

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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and the school's commitment to ensuring that all students, regardless of background or need, achieve at high levels in literacy.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Choose an item. Internally developed.

Zeta Mount Eden supplements state exams with rigorous in-house ELA assessments which provide clear data on student growth across the year. These assessments, aligned with the Common Core and Next Generation Learning Standards, demonstrate that students consistently make significant gains in reading comprehension, writing, and critical analysis. Students build foundational literacy skills through phonics in the early grades, and also grow into independent readers and writers capable of tackling complex texts and expressing ideas with clarity.

SUMMARY OF THE ELA GOAL

Zeta Mount Eden successfully met both its Absolute and Comparative goals in ELA for the 2024-25 school year. More than 75% of tested students in grades 3-4 who had been enrolled for at least two years scored at or above proficiency on the New York State ELA exam, surpassing the school's internal benchmark. This outcome demonstrates not only mastery of grade-level standards, but also consistency across cohorts, reflecting the strength of instruction and the effectiveness of ongoing assessment and support systems.

In addition, Zeta Mount Eden outperformed its district of comparison, with a higher percentage of students reaching proficiency than their peers in neighboring schools. This achievement underscores the school's ability to deliver academic outcomes that exceed local expectations, particularly for a diverse student population. Meeting both the absolute and comparative goals affirms that Zeta Mount Eden is on track with its Accountability Plan and continues to close the opportunity gap for its students through strong literacy instruction and a culture of high achievement.

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.	Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
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 meaningful degree) according to a	Data Not Available

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Data Not Available

EVALUATION OF ELA GOAL

Zeta Mount Eden met both its absolute and comparative measures in ELA for the 2024–25 school year. More than 75 percent of students in grades 3–4 who had been enrolled for at least two years scored at or above proficiency on the New York State ELA exam, exceeding the absolute benchmark. The school also outperformed its district of comparison, with a higher percentage of students reaching proficiency across tested grades, thereby meeting the comparative measure.

These results are closely tied to the school's instructional approach, which prioritizes rigorous reading and writing opportunities, regular use of internal interim assessments, and responsive teaching informed by data analysis. The combination of Insight Humanities and the Success for All phonics program in the early grades has proven effective in laying a solid literacy foundation, particularly for English language learners and students with special needs. By surpassing both accountability targets, Zeta Mount Eden demonstrated that its program design and instructional practices are not only supporting proficiency but also closing the opportunity gap across student populations.

ADDITIONAL CONTEXT AND EVIDENCE

The school met all ELA accountability goals.

ELA ACTION PLAN

In its first year of state test, Zeta Mount Eden achieved strong outcomes that are far higher than the local districts of comparison. These results represent the tremendous work of the Zeta Mount Eden students, teachers, school leaders, and staff.

To ensure strong continued performance, Zeta Mount Eden 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 2025-26 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 2025-26 academic goals.

- **Assessments of High Rigor:** Zeta's internal ELA assessments for 2025-26 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 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 will ensure scalable implementation and alignment of the curriculum across all schools through lesson study templates, videos, and exemplar responses.
- **Digital Literacy:** In 2025-26, 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 2025-26, we will use 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. In 2025-26, 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. More frequent weekly assessment cycles 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:** For school year 2025-26, 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 2025-26, 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 2025-26, our Zeta network Schooling team and Academics team will utilize 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 2025-26, Zeta will use monthly data analysis meetings 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

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

BACKGROUND

Zeta Mount Eden's foundation of math learning stems from the belief that students conceptually learn math most effectively through inquiry and problem-solving opportunities. Zeta Mount Eden'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 Mount Eden 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 Mount Eden'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 Mount Eden 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 Mount Eden’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 Mount Eden’s deeply held belief that students should learn math conceptually and collaboratively. Zeta Mount Eden’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 Mount Eden 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 Mount Eden 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.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

2024-25 MOUNT EDEN ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	90	0	1	0	0	0	0	0	91
4	47	0	1	0	0	0	0	0	48
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
All	137	0	2	0	0	0	0	0	139

Performance on 2024-25 State Mathematics Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	90	87	96.7%	77	74	96.1%
4	47	44	93.6%	37	35	94.6%
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	137	131	95.6%	114	109	95.6%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

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Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1	4	55	40

$$PI = 0 * [1]_{\text{Level 1}} + 1 * [4]_{\text{Level 2}} + 2 * [55]_{\text{Level 3}} + 2.5 * [40]_{\text{Level 4}} = 214.0$$

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

A 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 at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	96.1%	77	50.1%	1679
4	94.6%	37	40.1%	1652
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	95.6%	114	45.2%	3331

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	82.0	472.0	446.7	1.82
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	82.0	472.0	446.7	1.82

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁷

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 in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

MATHEMATICS INTERNAL EXAM RESULTS

During the 2024–25 school year, Zeta Mount Eden evaluated student growth in mathematics through a portfolio of internal assessments designed to align with the New York State Next Generation Learning Standards and our problem-based instructional approach. These assessments were administered throughout the year and captured progress across conceptual understanding, problem-solving, and procedural fluency. Data from these assessments allowed teachers to monitor how well students applied mathematical reasoning in varied contexts, from early number sense in lower grades to multi-step problem-solving in the middle grades.

Teachers and school leaders used assessment results to inform instructional planning at both the classroom and individual student levels. Regular data meetings enabled staff to identify specific areas for reteaching, enrichment, and targeted interventions. In addition to test results, teachers also drew on student work samples, classroom performance, and problem-solving discussions to gauge growth. This multi-faceted evaluation process ensured a comprehensive understanding of each student's mathematical development. The internal evidence demonstrated consistent growth across grade levels and confirmed that students were on track to meet end-of-year proficiency expectations.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item. Internally developed.

Zeta Mount Eden supplements state assessments with internally curated math assessments that track student growth across the year. These assessments, aligned with the Next Generation Learning Standards and grounded in inquiry-based problem solving, provide teachers with detailed insights into students' progress in number sense, operations, and problem-solving strategies. Results consistently demonstrate that students make measurable gains throughout the school year, with growth evidence in both conceptual understanding and procedural fluency. This internal data ensures instruction is responsive, targeted, and supports students in meeting and exceeding grade-level expectations.

2024-25 MOUNT EDEN ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Zeta Mount Eden met both its absolute and comparative Accountability Plan measures in mathematics for the 2024–25 school year. Over 75 percent of students enrolled for at least two years scored at or above proficiency on the New York State Math Exam, and students outperformed peers in the district of comparison. These outcomes highlight the effectiveness of Zeta Mount Eden’s problem-based instructional approach in building deep conceptual understanding and preparing students for continued success in mathematics.

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 PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Achieved
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Data Not Available

EVALUATION OF THE MATHEMATICS GOAL

Zeta Mount Eden achieved both its absolute and comparative accountability measures in mathematics during the 2024–25 school year. More than 75 percent of tested students in grades 3–4 who had been enrolled for at least two years performed at or above proficiency on the New York State Math Exam, exceeding the school’s internal benchmark. In addition, Zeta Mount Eden students outperformed their peers in the district of comparison, with a higher percentage of students meeting proficiency across all tested grades.

Students showed both high overall proficiency and notable gains in problem-solving and reasoning skills, reflecting the impact of our problem-based curriculum and collaborative learning structures. These outcomes validate the effectiveness of our instructional model, which emphasizes conceptual understanding, inquiry, and student-driven problem solving. By meeting and surpassing both the absolute and comparative goals, Zeta Mount Eden has demonstrated its capacity to deliver strong math

outcomes across student populations, including those historically underrepresented in high achievement, and continues to close the opportunity gap in mathematics.

ADDITIONAL CONTEXT AND EVIDENCE

All accountability goals were met.

MATHEMATICS ACTION PLAN

Zeta Mount Eden met all outcomes (based on the data available), demonstrating 100% proficiency among tested students in at least their second year and out-performing the local district by 62 percentage points. These results represent the tremendous work of the Zeta Mount Eden students, teachers, school leaders, and staff.

To ensure strong continued performance, Zeta Mount Eden 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 2025-26 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 2025-26 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 ensures 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 will 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.
- **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 2025-26, 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 2025-26, our Zeta network Schooling team and Academics will use 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 2025-27, Zeta will utilize monthly data analysis meetings 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

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

BACKGROUND

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

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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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 science examination.

Zeta Mount Eden students were not in 5th or 8th grade in spring 2025 and therefore did not take the New York State Testing Program science assessment.

Charter School Performance on 2024-25 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5			
8			
All			

Science Measure 2 - 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.

Zeta Mount Eden students were not in 5th or 8th grade in spring 2025 and therefore did not take the New York State Testing Program science assessment.

2024-25 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5						
8						
All						

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan 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 examination.	Data Not Available

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Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Data Not Available
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Zeta Mount Eden students were not in 5th or 8th grade in spring 2025 and therefore did not take the New York State Testing Program science assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Zeta Mount Eden students were not in 5th or 8th grade in spring 2025 and therefore did not take the New York State Testing Program science assessment.

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in the charter will lead to academic achievement that meets the goals outlined in the Accountability Plan. Zeta Mount Eden prioritizes Science instruction as a core component of our academic program.

Our Zeta science action plan for the 2025-26 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 2025-26 academic goals.
 - **Assessments of High Rigor:** Internal 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 will 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. In 2025-26 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. 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:** 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 2025-26, 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.
 - **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 2025-26 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 2025-26 our Zeta network Schooling team and Academics team will use 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 2025-26, Zeta will utilize monthly data analysis meetings 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

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Zeta Mount Eden achieved a status of “Good Standing” for 2019-20, 2020-21, and 2021-22. Starting with the 2022-2023 school year, NYSED began using the designation “Local Support and Improvement” in place of “Good Standing”.