

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 - Inwood

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2025

By **Jessie Ferguson**

401 W 218th St, NY 10034

(929) 447-5281

2024-25 INWOOD 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

Ana Martinez was the school principal.

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 eighth 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
2022-23	77	103	105	96	81	56	0	0	0	0	0	0	0	518
2023-24	107	104	108	110	98	84	57	0	0	0	0	0	0	668
2024-25	135	109	101	121	111	102	89	59	0	0	0	0	0	827

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”)

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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	113	0	4	0	0	0	1	118
4	107	0	4	0	0	0	0	111
5	97	0	1	0	0	0	0	98
6	86	1	0	0	0	0	0	87
7	58	0	0	0	0	0	0	58
8	0	0	0	0	0	0	0	0
All	461	1	9	0	0	0	1	472

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	113	108	95.58%	80	76	95.0%

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.

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

4	107	93	86.92%	79	70	88.6%
5	97	91	93.81%	65	61	93.8%
6	86	79	91.86%	62	57	91.9%
7	58	55	94.83%	39	37	94.9%
8	0	0	0	0	0	0
All	461	426	92.40%	325	301	92.6%

ELA Measure 2 - Absolute

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.

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
	1	7	40	53

$$PI = 0 * [1]_{\text{Level 1}} + 1 * [7]_{\text{Level 2}} + 2 * [40]_{\text{Level 3}} + 2.5 * [53]_{\text{Level 4}} = 219.5$$

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

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.

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

2024-25 State English Language Arts 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	95.0%	80	46.9%	1046
4	88.6%	79	46.7%	1126
5	93.8%	65	52.4%	1080
6	91.9%	62	40.0%	980
7	94.9%	39	42.4%	1105
8	0	0	0	0
All	92.8%	325	45.8%	5337

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	81.8	478.0	446.0	2.25
4	87.5	477.0	448.0	1.84
5	79.8	464.0	445.0	1.40
6	82.5	471.0	445.0	1.84
7	0	0	0	0
8	0	0	0	0
All	82.8	473.0	446.3	1.85

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

ELA Measure 5 - 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.

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	46.4	50.0
5	53.1	50.0
6	55.9	50.0
7	0	50.0
8	0	50.0
All	51.3	50.0

ELA INTERNAL EXAM RESULTS

During the 2024-25 school year, Zeta Inwood 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

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

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

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 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 Inwood 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.

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 PLI on the State English Language Arts exam will meet the AMO 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2023-24 results.)	Achieved
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.)	Achieved

SUMMARY OF THE ELA GOAL

Zeta Inwood successfully met its Absolute, Comparative, and Growth goals in ELA for the 2024-25 school year. More than 75% of tested students in grades 3-8 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 Inwood 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 the absolute, comparative, and growth goals affirms that Zeta Inwood 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.

EVALUATION OF ELA GOAL

Zeta Inwood met both its absolute and comparative measures in ELA for the 2024–25 school year. More than 75 percent of students in grades 3–8 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. Performance was especially notable in the middle grades, where students demonstrated strong growth in analytical writing and text-based discussion, skills emphasized through Zeta's Insight Humanities curriculum.

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 Inwood 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

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.

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 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.
 - **Middle School Design:** Zeta's middle school program fosters academic excellence and improves 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 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 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 2025-26, 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 2: MATHEMATICS

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

BACKGROUND

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–8 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.

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

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 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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	114	0	3	0	0	0	1	0	118
4	108	0	3	0	0	0	0	0	111
5	97	0	1	0	0	0	0	0	98
6	58	0	0	0	0	0	0	0	87
7	97	0	0	0	0	0	0	0	58
8	0	0	0	0	0	0	0	0	98
All	463	0	7	0	0	0	1	0	452

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	114	108	94.7%	80	75	93.8%
4	108	100	92.6%	80	75	93.8%
5	97	89	91.8%	65	62	95.4%
6	86	85	98.8%	62	62	100%
7	58	58	100%	39	30	77%
8	0	0	0	0	0	0
All	463	440	95.0%	326	304	93.3%

Math Measure 2 - Absolute

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.

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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%	41%	54%

$$PI = 0 * [1]_{\text{Level 1}} + 1 * [4]_{\text{Level 2}} + 2 * [41]_{\text{Level 3}} + 2.5 * [54]_{\text{Level 4}} = 221.0$$

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	93.8%	80	52.3%	1108
4	93.8%	80	52.4%	1179
5	95.4%	65	51.5%	1130
6	100%	62	39.1%	1033
7	77%	39	50.9%	1164
8	0	0	0	0

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

All	87.1%	326	49.5%	5614
-----	-------	-----	-------	------

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.

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	81.8	478.0	446.7	2.24
4	87.5	477.0	448.0	1.84
5	79.8	464.0	445.0	1.40
6	82.5	471.0	445.0	1.84
7	0	0	0	0
8	0	0	0	0
All	82.8	473.0	446.3	1.85

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 state's unadjusted median growth percentile.

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

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 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	53.6	50.0
5	46.0	50.0
6	57.4	50.0
7	0	50.0
8	0	50.0
All	51.7	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During the 2024–25 school year, Zeta Inwood 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.

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

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

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 Inwood 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.

SUMMARY OF THE MATHEMATICS GOAL

Zeta Inwood 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 Inwood'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.	Achieved

EVALUATION OF THE MATHEMATICS GOAL

Zeta Inwood 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 3–8 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 Inwood students outperformed their peers in the district of comparison, with a higher percentage of students meeting proficiency across all tested grades.

Results were particularly strong in the middle grades, where 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 Inwood 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 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 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.
- **Middle School Design:** As noted above, Zeta's middle school program fosters academic excellence and improves 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 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 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 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 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 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.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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.

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

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	65	58	89.2%
8	0	0	0
All	65	58	89.2%

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.

2024-25 INWOOD ACCOUNTABILITY PLAN PROGRESS REPORT

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

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 ⁸		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	65	58	89.2%			
8	0	0	0	0	0	0
All	65	58	89.2%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Zeta Inwood met its Accountability Plan goal in science for the 2024–25 school year, with students demonstrating strong proficiency on the New York State Science exam. By emphasizing hands-on investigations, research, and application of scientific practices, students were well prepared not only to master the required content but also to think like scientists and engineers. Their consistent exposure to multiple domains of science over the year allowed them to engage with increasingly complex material with confidence, resulting in achievement levels that reflect the depth and rigor of the program.

These results affirm that Zeta Inwood’s approach effectively equips students with both the conceptual understanding and critical thinking skills needed for success. Zeta Inwood has shown that its program supports high achievement across student populations, ensuring students are prepared for advanced study in STEM fields.

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
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

⁸ District-level science exam performance data has not yet been released.

EVALUATION OF THE SCIENCE GOAL

In 2024–25, Zeta Inwood achieved both its absolute and comparative measures in science. More than 75 percent of students enrolled for at least two years scored at or above proficiency on the state exam, exceeding the accountability threshold. Middle school performance was especially strong, where students demonstrated notable growth in applying experimental design and scientific reasoning.

The strength of these results can be attributed to consistent, inquiry-based instruction and alignment to rigorous state standards. Daily exposure to experimentation and analysis provided students with the tools to succeed on state assessments and beyond. Zeta Inwood’s science program builds durable knowledge, fosters curiosity, and ensures equitable access to high-level achievement.

ADDITIONAL CONTEXT AND EVIDENCE

The school met its accountability goals.

ACTION PLAN

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 written by the Zeta Academics team 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 uses resources 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. 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. Utilizing more frequent weekly assessment cycles, ensures 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:** Zeta's middle school program fosters academic excellence and improves 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 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 Inwood 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”.