



**Tapestry Charter School**  
**2017-18 ACCOUNTABILITY PLAN**  
**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:  
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Jennifer Pangborn, K-5 Principal, Lindsay Lee, 6-8 Principal, Sara Hilligas and Fred Carstens, 9-12 principals and Eric Klapper, Executive Director prepared this 2017-2018 Accountability Progress Report on behalf of the school's board of trustees:

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**Eric Klapper has served as the school leader since 2016.**

Tapestry Charter School's mission is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences that prioritize intellectual, social and emotional growth. Our vision for the future has evolved since we began in 2001, but our goals have remained the same. We want Tapestry to be a vibrant sustainable school that empowers learners and leaders to make a positive impact in our community and beyond. One of the goals of the founders in creating the educational philosophy of Tapestry was to see how great an impact we could have on the educational landscape in Buffalo, NY. Our involvement with the local charter schools network, sharing best practice and providing guidance and support as well as our educational partnerships demonstrate our success with that important goal.

Our partnership with EL Education (Expeditionary Learning Schools) has helped guide our focus on becoming a model K-12 EL School. Our fidelity to the EL core practices, commitment to professional development and our curriculum and culture work have been recognized by the National Expeditionary Learning organization and in 2013-14 we became one of 20 Mentor Schools in the EL network of their 166 schools nationwide. During the spring of 2016, we completed the EL Credentialing requirements, and received their highest ranking of a fully credentialed school.

At Tapestry, Learning Expeditions at each grade level are arts integrated and meet the Common Core Standards in each academic subject area. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students.

A vibrant, caring culture for students and staff is achieved through our emphasis on the core values of Perseverance, Integrity, Respect, and Responsibility.

Teachers are engaging in professional development, culture and curriculum work throughout the year with guidance from our instructional coaches, EL school designer and our own instructional leadership teams. Students collect work for their portfolios and present their work in yearly student-led conferences. Parent involvement at these conferences is well-attended along with members of the staff and community.

Our model led to us being named a Professional Development School for the Canisius College School of Education in 2008. Tapestry, along with Canisius professors, have developed a unique student teaching model for candidates teaching through grades K-12. Several Tapestry teachers teach part of the education courses required by Canisius College. As our program has expanded, many of these teaching candidates have been hired at Tapestry as teacher partners as they begin their careers.

Since opening as a K-4 program in 2001, Tapestry has grown one grade per year until we became a complete K-12 school in 2010. Our current enrollment of 893 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 26% of our students are white, 54% are African American and 13% are Hispanic /Latino. 68% of our students receive free/reduced lunch, and 13% receive special education services. Our increased ESL population from previous years is reflective of the growing number of new immigrants in our city.

In the fall of 2011, the K-8 and High School joined together in a new facility. With the addition of 130 new students, 20 new teaching staff, the implementation of Expeditions to the K-4 program and new Common Core Standards, these past few years have created new opportunities and challenges for our community. In 2012-13 the leadership team developed a three-year road map to layout the growth strategy for all aspects of our program. As academic program results have not attained our goals, financial and staffing considerations have changed some of our focus.

In the fall of 2014 Tapestry's Compass Leadership Team and the Board of Trustees hired a facilitator to lead us through the development of a strategic plan for the next 3-5 years. We focused on five key areas, that make up our current Strategic Map: Student Growth, Strong and Effective Board Governance, Finance and Operations, Tapestry's Expanded Impact and Culture and Character.

One aspect of this work resulted in a new growth plan focused on providing a better academic program for middle school students who eventually would join our high school cohort.

In the fall of 2015 we expanded our middle school program to 62 students per grade, in grades 5-8, and it was projected that more students would be promoted from Tapestry's 8th grade program, into our High School. In the fall of 2015 we had over 40 students enter our 9th grade class of 84 whom had previously been with Tapestry in 8<sup>th</sup> grade. To date, we have successfully graduated eight classes of college-bound seniors.

Tapestry is working towards a rectangular K-12 model of growth. This means that within a few years we hope to have 80 student per grade level at every grade level K-12. This will allow a student who starts with Tapestry in kindergarten to learn and grow with us each year and graduate from Tapestry High School in 12th grade. This expansion has already occurred in the high school where there are already at least 80 students per grade level. For the 2017 - 2018 school year, kindergarten and fifth grade grew to 80 students each and that grow out will continue as those students move on to the next grade level. For the 2018 - 2019 school year seventh and eighth grade will also expand to 80 students per grade level, after which the students in our program will continue to move up grade levels until we are at full capacity.

Throughout 2017, we have worked to solidify our strategic plan and to make that strategic plan come to life in our K-12 buildings. The main objective in 2017-2018 was for Tapestry to better meet the goals set forth in our Accountability Plan, K-12 and engage all stakeholders in that conversation. For the 2018 - 2019 school year, Tapestry Charter School has worked with EL Education to create work plan goals aligned to the three dimensions of student achievement. These 3 dimensions are:

- Mastery of Skills and Knowledge
- Culture and Character
- High Quality Work

All of our strategic goals are centered around one of these dimensions of student achievement. Our work plan goals provide us with a common vision around which we measure our progress, examine data and provide professional development to our staff.

As a part of our school improvement plan, we have developed measurable goals and action steps to achieve these goals. These goals and action steps have been communicated to all stakeholders and form the foundation of our professional development this year.

The goals for all of us at Tapestry are to create a dynamic educational environment that improves the academic outcomes in our students and that can easily respond to the changing New York State educational criteria that continue to impact our educational model.

The table below shows the school’s enrollment as of June 30, 2018.

School Enrollment by Grade Level and School Year:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	52	52	52	52	26	52	52	52	26	82	82	82	82	744
2014-15	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2015-16	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2016-17	52	52	52	52	52	62	62	62	62	83	80	77	81	829
2017-18	72	52	52	52	52	80	67	67	68	88	87	81	75	893

## High School Cohorts

### Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere in the 2014-15 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an

acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2015-16	2012-13	2012	78	3	75
2016-17	2013-14	2013	76	1	75
2017-18	2014-15	2014	73	1	72

**Total Cohort for Graduation**

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

**Fourth Year Total Cohort for Graduation**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	75	1	76
2016-17	2013-14	2013	73	5	78
2017-18	2014-15	2014	71	5	76

**Fifth Year Total Cohort for Graduation**

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	2	0	2
2016-17	2012-13	2012	1	0	1

2017-18	2013-14	2013	0	0	0
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## Goal 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

It is the goal of Tapestry Charter High School to graduate 100 percent of students into a post high school program of study no later than their fifth year in the Graduation Cohort. Each year 75 percent of students in their fourth year of the cohort will earn a Regents or Advanced Regents diploma.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### Method

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

### PROMOTION REQUIREMENTS:

- Students are required to take four years each of English and Social Studies, and are expected to take four years of Math and Science, though only three years of Math and Science are formally required by NYS Commissioner's Diploma Requirements.
- Math options include Common Core Algebra (taken as a one or two-year course), Geometry, Common Core Algebra 2, STEAM Math and Pre-Calculus. Beginning in the 2017 - 2018 school year, we now offer dual enrollment college credit to all students in Algebra 2 and Pre-Calculus.
- Science course options include Regents Living Environment, Regents Earth Science, Regents Chemistry, Regents Physics, Computer Aided Drafting and Design and STEAM Electives.
- Students are required to take at least one year of Spanish/LOTE, though they are encouraged to continue for at least three years, through the exam required for the Advanced Regents level. Tapestry offers two college level dual enrollment courses through Buffalo State College.
- Arts courses (Visual Art, Music, Theatre) have been offered as a requirement for a half credit in both ninth and tenth grade. A variety of Art electives are available in eleventh and twelfth grades for a full credit yearly. Unless a student is scheduled for academic electives, including the Honors Writing Enrichment, students are automatically scheduled for art yearly, typically going beyond the one NYSED required credit to three.

- Physical Education is required to be taken for 1/2 credit yearly, and Health is required for 1/2 credit, offered in freshman year.
- All students are required to take Crew for 1/2 credit yearly. This small advisory group structure includes introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relationships and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

## Results AND EVALUATION

In order to graduate from high school, students need to be earning annual course credit. As in all previous years, Tapestry has well exceeded this 75% expectation with 83% of students in the 2017 cohort with appropriate credit accumulation. Given the rigorous academic expectations, Tapestry is proud to offer its students with many opportunities to obtain course credit such as Saturday school opportunities, and a summer school program that is held both at Tapestry and at Buffalo Public Schools. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course. In summers of 2011 through 2018 it has been possible for students to take up to two summer school courses through Tapestry Summer School Program and/or prepare for up to two failed Regents exams through the Buffalo Public Schools. Resources for further instruction such as credit recovery opportunities are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

The goal of course promotion and credit accumulation is being met at a high level, substantially exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff support. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected parent attendance at Student Led Conferences at least twice yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child’s education and they accept the invitation at a very high rate.

**Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2017-18**

Cohort Designation	Number in Cohort	Percent promoted
2016	81	86
2017	87	83

## Additional Evidence

A consistent pattern of course success has been noted, with a high level of engagement in summer program offerings. Tapestry's summer course recovery and Regents preparation program has been offered since 2010 for credit recovery in such courses as English, Spanish, Non-Regents science, Non-Regents Math, global history, health and physical education. Students are also referred to the Buffalo Public School Summer Program for Regents exam preparation in English, Global History, US History, Living Environment, Earth Science, Common Core Algebra I, and Geometry.

During the summer 2018, there were approximately 55 students involved in some academic summer programming, including attendance at Tapestry's program, coordinated with Health Science Charter School on location at Tapestry, and/or in Regents preparation in Buffalo Public School. Several additional students attended a one-day preparation for a repeat of their sophomore Passage Portfolio requirement.

### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

## Results and Evaluation

Tapestry did not meet the goal of having 75 percent of students in each Graduation Cohort pass at least three Regents exams by their second year in the cohort. However, we have shown 11% growth over the 2015 school year.

Although we have made progress over previous years, Tapestry fundamentally questions this measure and would suggest that it is unnecessarily discouraging to predict that students without three passing Regents at the end of sophomore year are predicted not to graduate. Of course, results in this section are a positive indication of students' progress toward Regents diplomas, though Tapestry's administration is not concerned that the results for the 2016 cohort are lower than 75 percent. As indicated each year, Tapestry High School takes pride in accepting students with weak skills and transforming them into students who graduate. It takes persistence and time.

In the past, Tapestry High School achieved poorly on this leading indicator of performance. The rate for the 2014 and 2015 cohorts hovered around 50 percent. In spite of this number not reaching the goal set by CSI, our past performance gave us the confidence that students will

ultimately be successful with reaching graduation goals. Our students consistently graduate from high school at rates that surpass other charter schools and our home district.

Tapestry has typically entered approximately 40 percent of its students from the Buffalo Public Schools, which are chronically underperforming. The measures of students' reading upon entry reveal a significant portion of children who are below grade level. In the recent cohort groups, the majority of the entering students measured below proficient on the Scholastic Reading Inventory at the time of their intake. At Tapestry, it is believed that a quality educational experience is not a function of speed or negative pressure. Hard work and perseverance will translate into achievement and graduation. This belief is strongly communicated to students and families, and it pays off over time. Several students have been applauded for passing the Common Core Algebra and/or Global exam on their fourth or fifth try.

Tapestry communicates a clear expectation that students will pass Regents exams, and students and their families respect this expectation. The school offers many resources for continued Regents study and students accept those invitations willingly. Families express appreciation for these opportunities, and attendance rates at Summer School have been very high. Tapestry has worked to create a culture where students are praised for their effort and their grit, not their innate ability.

#### **Percent of Students in their Second Year Passing Three Regents Exams by Cohort**

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	78	50
2015	81	51
2016	81	62

### **Additional Evidence**

Although Tapestry did not meet this benchmark, we have made strides in the past year due to programmatic changes. Prior to this year, all students took the Common Core Algebra course over the span of two years. The thought was that by giving more students time with the material, they would be able to master it at a higher level. While this was true for some students, we realized that we were teaching our students from a deficit mindset, instead of increasing the rigor for all students and pushing them to pass the Common Core Algebra exam in one year. This switch from Common Core Algebra in one year to completing this course during a student's freshman year accounts for the higher numbers in the 2016 cohort.

This change in program did not change the level of additional supports that we give our students to prepare for Regents exams. During the last four school years, Tapestry has continued to

contract with the Castle Learning Program to allow students individual access to practice Regents questions and exams online. In this online assessment prep program, hints are provided when students answer incorrectly, with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school, as well as from home. This resource has been heavily used and will continue to be available in the upcoming years.

It is additionally noted that teachers are using online methods of communicating with students so that they are able to access learning materials with great depth at home at any time. Reminders about assignments and assessments are emailed home to parents and students on a regular basis.

#### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.[1]

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## Results and evaluation

In the 2014 cohort, 91% of students reached their graduation goal by the end of August. This is comparable to the previous years when 95% and 91% passed in the 2012 and 2013 cohorts respectively. The expected level of high school completion in four years was met and was exactly the same as for the cohort of 2013. The continuation of effort by students into their fifth year is also the same as during the 2012 school year and is a point of pride for Tapestry.

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	76	95
2013	78	91

2014	76	91
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**Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years**

Cohort Designation	Number in Cohort	Percent Graduating
2011	80	94
2012	76	95
2013	78	95

**Additional Evidence**

Tapestry has maintained a steady graduation rate of above 90% for every year in its history. The 91% graduation rate among the 2014 cohort is comparable to previous years and the 91% graduation rate for students in five years is also exactly the same as in the previous year.

**Goal 1: Comparative Measure**

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.[2] Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results and evaluation**

Although the results for the school district for the 2014 cohort have not been released, we are confident that the percent of Tapestry students in the 2014 cohort who have graduated will far exceed the percent graduating in the Buffalo Public School district. Our numbers are extremely stable and it seems that Buffalo Public has stable and much lower graduation rates as well. The Tapestry program advertises its goal clearly: to prepare students for successful graduation from high school and acceptance into a college program. A stable graduation rate of over 90% for every year of its existence shows that our program is working for even the most challenging students. A dedicated staff and student effort in this personalized program of high school study has resulted in a graduation rate worthy of pride.

**Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District**

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	76	95	1455	62
2013	78	91	1538	63
2014	76	91	N/A	N/A

**Additional Evidence**

Tapestry is committed to assisting all students in reaching the goal of diploma completion. In the spirit of charter schools, it is hoped that effective practices can be shared with the local district in order to improve the outcomes of the Buffalo Public System. We have partnered with many other local charter schools to share resources and best practices in hopes to help more students in the city of Buffalo.

**Goal 1: Absolute Measure**

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

**Method**

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

**Results and Evaluation**

Tapestry does not have any students pursuing an alternative graduation pathway.

**Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type**

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

### Additional Evidence

Tapestry does not have any students pursuing an alternative graduation pathway.

### Summary of the High School Graduation Goal

Tapestry Charter High School is meeting its absolute and comparative graduation goals. Our students are gaining credits and passing Regents exams necessary to graduate on time.

Tapestry Charter School met one of its two leading indicators. We were successful in having more than 75 percent of students in first and second year high school Total Graduation Cohorts earned at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. We were unsuccessful in having at least 75 percent of students in the high school Total Graduation Cohort scoring at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Tapestry was also successful on all of its high school graduation absolute measures. There are no students seeking an alternative graduation pathway at Tapestry so this measure could not be evaluated. The information needed for our comparative measure has not yet been released.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A - Not enough information
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A - There are no students pursuing an alternative graduation pathway

## Action Plan

As evidenced by our high and extremely stable graduation rates, Tapestry Charter School is effectively educating challenging youth in the city of Buffalo. We continually outperform the district and hold ourselves to the high standards we have set in previous years.

However, Tapestry has room to improve in meeting its leading indicators. As previously discussed, we have made programmatic changes to address those shortcomings regarding our mathematics program at Tapestry. In years prior, the majority of students took Common Core Algebra over the course of two years. They took pre-algebra their freshman year and Common Core Algebra their sophomore year. While our hope was to build those foundational skills for all students, what we found in reality was that this time extension did not significantly improve our results. It also made it impossible for us ever to reach this leading indicator for this accountability report. As a result we have changed our program so that now all students take Common Core Algebra as a freshman in a one year program. This allows us to push all students to this level of excellence and allows them to take the additional math courses they need to earn an Advanced Regents diploma. Students who are not successful in June or August on the Common Core Algebra exams then take Pre-Geometry which prepares them for success on the Common Core Algebra and Geometry exams.

Aside from this change in programming, Tapestry Charter High School continues the emphasis on academic rigor. Real world learning, including fieldwork and the creation of meaningful quality products, has led to a strong rate of student engagement. Last year we revamped our Honors Program so that students can choose an honors pathway: math, science, humanities, arts and foreign language and take additional coursework that earns them an honors diploma in this area. Formal partnerships with Canisius College, Buffalo State College, Bryant and Stratton College, Niagara University, and Erie Community College have allowed students access to college courses. Last year was the first time in several years that we offered an Advanced Placement course for our student - AP Computer Science Principles. Last year, we also expanded our dual enrollment college course to include two advanced math courses. This year, we added a college art course and are challenging our 10th graders with a course that is a precursor to AP Computer Science Principles called "Computer Science Discoveries." This will allow our students even more opportunities to push themselves academically and be prepared to take our college level math, science and computer science courses.

Resources have been provided to students through Professional Development School partnerships with Canisius College Department of Education and Buffalo State's Department of Education allowing for higher education support for faculty professional development, tutoring of students, college visits, and attendance at such events as college fairs. For example, this past year we started a co-teaching initiative with our literacy and special education teachers where a professor from the Department of Exceptional Education at Buffalo State College trained our teachers in best practices regarding a co-teaching model. She then provided continued support with walkthrough observations of each co-teaching pair, face to face and online meetings throughout the year and data collection in the form of videotaped lessons of our teachers co-teaching. This allowed us to monitor our teachers' progress and continually support them as they develop their skills in co-teaching.

As a result of this partnership with Buffalo State College, we saw gains in our New York State June Regents results. For example, in the 10<sup>th</sup> grade co-taught Algebra class, students achieved an 59% percent passing rate on the June NYS Regents Algebra exam. 10<sup>th</sup> grade algebra students

who were not in a co-taught class had a 52% passing rate. This means that this co-teaching model accounts for a 7% increase in the number of students passing this exam. In the 10<sup>th</sup> grade co-taught Global History class, students achieved an 61% passing rate on the June NYS Global History and Geography exam. When compared to the previous school year when this same teacher did not have a co-teacher, he had a 57% passing rate. This means that there was a 3% increase in the number of students who passed the Global exam after this new model was put into place. This can be accounted for by the fact that throughout the year this co-teaching practice allowed for both teachers to utilize the parallel small-group teaching based on students' needs. This practice reduced the student/teacher ratio, increased the instructional diversity styles for all students, thus allowing the teachers to take a more "hands-on" approach to teaching.

Tapestry prides itself on upholding the values of a professional learning community, encouraging a positive atmosphere of adult learning and problem solving. Teachers' voices are valued in governance and decision-making, formally through the Instructional Leadership Council and informally through a variety of communication channels. Teacher leaders will be an important part of developing Tapestry through the next stages of the school's growth. Teacher accountability is not accomplished primarily through a top-down structure of typical administrative observations, but rather through the development of personal responsibility and the use of a variety of instructional supports to staff that can be tapped in varied ways, based upon the teacher's own perception of personal needs.

Regularly scheduled Professional Development occurs weekly from September to June, and in special sessions during the summer. An in-house Director of Curriculum and Instruction, joined by full time Instructional Coaches, ensure continuity between the Tapestry Strategic Plan and the Tapestry staff. For the second year in a row, we have provided our teachers with weeks of paid professional development over the summer, funded by outside grants and foundations. This has allowed our teachers to improve their pedagogy skills, as well as work one on one with an instructional coach to enhance their curriculum. This year more than ever, we have partnered with EL Education, to send our teachers to national conferences, attend site seminars and have in-house professional development with their school designers.

## **GOAL 2: COLLEGE PREPARATION**

### **GOAL 2: COLLEGE PREPARATION**

It is the goal of Tapestry Charter School that 100 percent of the Graduation Cohort will complete applications to two and/or four year institutions of higher learning. It is the goal of Tapestry that 95 percent of students in the Graduation Cohort will be accepted into a program of post-secondary education, two or four year institutions of higher learning or the military.

### **Goal 2: Absolute Measure**

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;

- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## Method

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

## Results and evaluation

Tapestry did not meet this new 75% college preparation goal for the 2017 - 2018 school year. We had 31% of our students demonstrate college preparation last school year. We were not aware of these changes to this report until the middle of last year so we could not make programmatic changes to address this accountability measure. As it was however, we were addressing the needs of our students by adding more college courses than we ever had before. These include a college level Spanish course, 2 college level math courses and AP Computer Science principles. We collaborated with Buffalo State college, as well as Erie Community College and the College Board in order to start these programs during the 2017 - 2018 school year.

Tapestry Charter School firmly believes that all of our students are capable of taking and passing college level coursework. While that was not necessarily the belief under previous administration, we have a new set of administrators who now stand behind this vision. It is no longer appropriate for us simply provide students with the ability to earn a high school diploma. They must earn college credits to be competitive with students from suburban districts. For the 2018-2019 school year we are adding additional college courses in the fields of the arts and English 12. This will allow us to provide even non-academic students with college credit. The goal is to continually add to the college courses that we can offer our students so that 100% of our students successfully take a college course before they graduate from Tapestry.

### **Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator**

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earned a diploma with Advanced Regents Designation	72	8	11
Passed a college level course offered at a college or university or through a school partnership with a college or university	37	21	29
Passed an Advanced Placement course with a score of 3 or higher	3	1	1
Overall	69	21	31

## Additional Evidence

In addition to our new college level courses, Tapestry has made several other strategic changes to create a more academically rigorous program that prepares our students for college level courses. First, beginning in the 2017-2018 school year, we revised our Honors program to be more inclusive and rigorous. Prior to this year, our honors program consisted of students taking a separate ELA course, but it did not accelerate students in other areas such as math, science, foreign language or the arts. This meant that a student who was talented in these areas but not so much in reading and writing did not have the opportunity to push themselves academically or graduate with an honors diploma. This year we changed this honors program so students can be on an honors pathway in their area of strength and accelerate themselves through more challenging coursework. We also require that all students on the honors track take a writing enrichment course during their sophomore and junior years to prepare themselves for college level writing courses. With the addition of new college level courses, we are ensuring that each honors pathway ends with at least one college level course for our juniors and seniors. We have found that students, parents and teachers have embraced these new honors pathways and students are accelerating themselves with more challenging coursework in all subject areas.

Tapestry is continuing to expand the number of college and dual enrollment courses that it offers every year. For the 2017 - 2018 school year, Tapestry went from offering no dual enrollment college level courses to offering AP Computer Science Principles, College Level Spanish 4, College Level Algebra 2 and College Level Precalculus. For the 2018 - 2019 school year, Tapestry added College level English, College Level Drawing and Painting, College Level Spanish 5 to its college offerings, while maintaining the advanced courses from the previous year. This means that in the span of two school years, we went from offering our students with

zero in-school dual enrollment opportunities to now seven dual enrollment and AP level courses. We will continue to expand upon these offerings every year.

For the 2018 - 2019 school year, we are also putting in support so that all students are ready to take a college level course as a junior or senior. One way we are doing this is by developing our computer science program at Tapestry. Beginning this school year, all sophomores will be taking Computer Science Principles and several juniors and seniors will be taking Computer Aided Drafting and Design. This will give them an introduction to computer science with the hope that they will choose to enroll in the AP Computer Science Principles course as a senior. We are increasing the rigor in all aspects of our program, with this as an example of how we continue to create new rigorous coursework for our students.

#### Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

## Method

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).[4]

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

## Results and evaluation

The CCRI performance and MIP scores have not yet been released as of the writing of this accountability report.

#### CCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A

2016-17	2013	N/A	N/A	N/A
2017-18	2014	72	TBD	N/A

## Additional Evidence

The CCRI performance and MIP scores have not yet been released as of the writing of this accountability report.

### Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

## Method

The school compares the CCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

## Results and evaluation

The CCRI performance scores have not yet been released as of the writing of this accountability report.

### CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## Method

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

## Results and Evaluation

The percentage of graduates enrolled in college for the 2014 cohort is not yet available. We anticipate that the matriculation rate for the 2014 cohort will be available in November or December 2018.

During the 2014-15 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse. We use this program to track our students' enrollment in college. We exceeded the measure of 75% or more students matriculating in 2 or 4 year schools for both the 2012 and 2013 cohorts. We anticipate similar results for the 2014 cohort.

### Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate $=[(b)/(a)]*100$
2012	72	58	81
2013	73	57	78
2014	69	N/A	N/A

## Summary of the College Preparation Goal

Tapestry was successful on the only college preparation goal whose data was available at the writing of this accountability report. Tapestry has worked diligently over the past couple of years to increase the rigor throughout the high school. This includes the courses that we are offering and the SAT/PSAT opportunities that we are providing to students. Overall, Tapestry students appear to have accepted the relationship between academic effort and successful progression through high school toward college and careers. Students are consistently accessing the extra academic supports available to pass classes and Regents, and Tapestry students' rates of Regents passage and credit accumulation are constant and positive.

Students have enthusiastically participated in college visits and interaction with the School Counselor for completion of their Personal College Profiles. All seniors are required to take a senior seminar course, taught by our guidance counselors, where they learn how to navigate the college application process. We are offering students more dual enrollment college courses than ever before, as well as a new honors program that pushes students academically and encourages the creation of a strong academic culture. Although we did not meet our goal of

75% of our students passing a college level course, with changes to our academic program we hope to see these results by next school year.

We are also encouraged by the rate of graduates' college continuation past high school graduation. Our results consistently indicate that a large number of graduates are continuing enrollment in school beyond high school. We are continuing to work with students to develop the skills required to navigate through college in order to see success in life after Tapestry.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not Achieve
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A - Data not yet available
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A - Data not yet available
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A - Data not yet available

## Action Plan

At Tapestry, college preparation begins in the 9th grade. Each grade level has the opportunity to attend one college for a college visit, and we are hoping to intentionally increase those opportunities with the addition of "Fieldwork Mondays" that occur four times per year. This provides a time when we stop all instruction to provide our students with the time to participate in fieldwork, including college visits. With this structure in place, we will increase opportunities for our students to participate in college and career visits and emphasizes this as an important part of our Tapestry curriculum.

In addition, the guidance counselors infuse college preparation into each grade level through Crew visits. This includes career exploration in ninth grade including setting up accounts in Naviance, resume building in tenth grade, and financial aid parent nights and college fairs in 11th grade. In senior year, all 12th graders enroll in "senior seminar" which is a half year course

in which the guidance counselors work with all students on their college essays, applications, and financial aid process.

This year we held the PSAT at school for all sophomores and juniors. While this was past practice, this year we held the SAT at school during a normal school day for the first time. This had a tremendous impact on our students' comfort level on exam day. When students are told to take the exam at an alternate testing location it is often in a place they are unfamiliar, on a bus route they do not know. Having the test at Tapestry increased our participation as well as the overall engagement of students.

The evidence from those scores are used in Crew conversations during Student Led Conferences as a planning and preparation tool for college. In addition, the data from the results are shared with staff in order to build upon professional development plans, particularly in the areas of English and Math. Content area teachers will be made aware of patterns in the results from last year as we work to incorporate teaching strategies to address the gaps in achievement on the SAT.

Finally, we are offering more college credit-bearing classes for the 2018-2019 school year than we ever have before. These include English 12, Drawing and Painting and Spanish 5. These courses are open to any senior who has met the prerequisites. We plan to continue providing our students with these opportunities in the upcoming years.

## **GOAL 3: ENGLISH LANGUAGE ARTS**

### **Background**

Tapestry's English Language Arts curriculum emphasizes reading and writing across the content areas. All teachers in grades K-8 deliver ELA and literacy instruction aligned to the Common Core. In grades 3-8, Tapestry Charter School has worked to implement a blend of school and teacher developed curriculum and New York State [NYS] ELA modules. This curriculum was aligned to the CCLS and documented under the supervision of instructional coaches and the Director of Curriculum, Instruction and Assessment.

Students were assessed using both teacher created assessments and assessments from the NYS ELA Modules. In addition to classroom assessments all students in grades 3-8 were administered the Scholastic Reading Inventory (SRI) three times during the year. This was used as a universal screening tool to track student growth. Students in K-5 were also assessed using the Fountas and Pinnell Benchmark Assessments. Students in grades 2-5 were given an ELA interim assessment three times a year as well.

Data from all assessments was used to help inform the RtI process. Eligible students received tier II, and in some cases tier III literacy supports from one of three literacy specialists in K-5. Each specialist was assigned two grade levels and provided ongoing support to teachers in those grade levels, as well as serviced children from those grade levels. The literacy specialists would use a combination of Leveled Literacy Intervention and research-based instructional strategies

to deliver tier II and tier III instruction. Students were progress monitored weekly and groups were adjusted as needed.

In grades 6-8, the RtI intervention process was completely overhauled and intense professional development process occurred with our middle school staff. Through weekly professional development, teachers learned how to progress monitor and provide tier I and II literacy instruction to students. As with K-5, middle school students were progress monitored weekly and groups were adjusted as needed. These groups met everyday and were differentiated based on students' needs. Teachers used easyCBM, the SRI and other monitoring tools to assess student progress and monitor growth.

In 2017 - 2018, grades K-2 implemented a blend of school and teacher developed curriculum and a balanced literacy approach to foundational literacy skills. In addition to a block of content with embedded literacy each day, students participated in daily guided reading groups. Decisions for groupings are made by teachers and staff utilizing assessment data, particularly from Fountas and Pinnell Benchmark Assessments. This structure allowed all students to receive daily small group literacy instruction at their individual level of need. In kindergarten classrooms students also received Orton-Gillingham instruction and interventions. These were sometimes delivered in a whole group setting and other times in small groups.

Students' writing was supported through a Writer's Workshop block daily in grades K-2 and grade 5. In grades 3 and 4, teachers used a blended model, merging some Writer's Workshop structures and lessons with the EngageNY Modules. Prior to the school year teachers were given the opportunity to attend a three day professional development session on Writer's Workshop. The emphasis was on launching Writers Workshop to ensure students had opportunities to engage in the writing process multiple times each trimester, creating authentic pieces of writing.

Additional professional development focused on ELA, was offered during the 2017-2018 school year as well. In the summer, just prior to the school year beginning, a session on Text Dependent Questions based on the book by Douglas Fisher and Nancy Frey was given. The emphasis was on looking at the types of questions that we as educators ask during class and on assessments. Teachers examined three levels of questions; What does the text say questions, How does the text work questions, and what does the text mean questions. Teachers then created a document outlining question stems at each of the three levels for their own grade level.

After an extensive School Quality Review was performed by Cambridge Education in the summer of 2017, the K-8 was able to take data from this, combined with student data, to formulate professional development cycles for teachers. These cycles were to address the rigor and alignment to CCLS and re-introduced evidence-based high impact strategies for teachers. During the school year, K-5 teachers took part in a vocabulary professional learning cycle and an additional questioning professional learning cycle. 6-8 teachers learned about high impact literacy strategies as well as student engaged assessment techniques. Both of these cycles lasted for a period of 2-3 months and were delivered in grade level groups as part of our professional development structures. This was the first year that we utilized this structure where PD was embedded into the day and given to individual grade level teams. Monthly walkthroughs by the

administrative team were based on evidence of application of these high impact strategies in classrooms. Data from the walk-throughs was collected and shared with staff.

**Goal 3: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	49	1	1	1	2	52
4	48	0	0	0	4	52
5	73	2	0	1	6	80
6	63	2	0	0	3	67
7	57	2	0	0	5	67
8	54	2	0	0	10	68
All	344	9	1	2	30	386

**Results and evaluation**

The percentage of Tapestry Charter School Students who were in their second year at Tapestry and who earned proficient scores on the NYS ELA assessment was within the range of 31% and 51%. Overall, 42% of Tapestry Charter School Students in at least their second year earning a proficient score, an increase of 2% from 2016 - 2017 where 40% of students in their second year earned a proficient score. It is an increase of 6% from the 2015-2016 school year, where 36% of student in at least their second year earned a proficient score.

Tapestry Charter School students earned scores below the accountability goal of 75%. However, as previously described, we are making great strides in our ELA scores and in reaching this goal. This year 41% of our students were proficient in ELA, compared to New York State’s average of 45%. It is also above the Buffalo Public Schools’ average of 24%. Tapestry’s proficiency rate of 41% also demonstrates a 2% growth in this same measure last year when we had 39% proficient.

The table below shows that the longer students are at Tapestry, the more proficient they are in their ELA skills. In all grade levels (except 6th grade), students who have been with us for at least two years score at a higher percentage of proficiency than those who have only been with us for one year. There are the most dramatic differences in grades 5 and 8, which have percent proficient differences between all students and returning students of 12% and 8% respectively.

The growth demonstrated reflects positive changes to Tapestry’s ELA program in the 2017-2018 school year. These include the addition of an Rtl enrichment period in the middle school, Tier II literacy groups K-8, the use of Fountas and Pinnell benchmarks and data driven instruction and professional development focused on vocabulary strategies and student engaged assessment practices.

**Performance on 2017-18 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	49	49	51	45
4	48	48	45	44
5	30	73	40	45
6	54	63	44	59

7	30	57	31	52
8	41	54	42	48
All	41	344	42	293

## Additional Evidence

The table below shows that Tapestry has a consistent record of achievement among students who have been with Tapestry for at least one year. We are showing growth in three grade levels and there is overall district growth from 40% of returning students achieving proficiency in 2016- 2017 to 42% achieving proficiency in 2017-2018. We are most proud of our 6th grade ELA results, where we went from 26% of students in their second year achieving proficiency to 44% achieving proficiency the following year. This can be attributed to the Rtl enrichment structure and professional development we have provided the middle school around literacy instruction last school year.

**ELA Performance by Grade Level and Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	36	44	48	42	51	45
4	51	41	30	46	45	44
5	50	40	50	28	40	45
6	37	30	26	47	44	59
7	25	40	45	47	31	52
8	14	29	44	55	42	48

All	36	224	40	265	42	293
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**Goal 3: Absolute Measure**

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.

**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 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

**Results and evaluation**

As of the writing of this accountability report, the English Language Arts MIP and PI has not been released. While the PI for ELA for the 2017-18 school year is 125.5, we are unable to compare this to the MIP set each year by the state's ESSA accountability system.

**English Language Arts 2017-18 Performance Index**

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
344	25	34	27	15					
	PI	=	34	+	27	+	15	=	76
					27	+	15	=	42
						+	(.5)*[15]	=	7.5



7	31	52	18	1943
8	42	48	25	1952
All	42	293	23	12792

## Additional Evidence

In 2016 and 2017, Tapestry students outperformed the Buffalo Public School students by 22 percentage points and 19 percentage points, respectively. We continue to outperform the district by considerable gains every year and would expect to continue to do so in the future.

### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	36	20	48	18	51	32
4	51	16	30	18	45	23
5	50	15	50	15	40	16
6	37	15	26	15	44	25
7	25	15	45	20	31	18
8	14	18	44	20	42	25
All	36	16	40	18	42	23

We have identified in the table below other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter renewed. Tapestry has historically had a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State. The table below displays the data from other charter schools from the 2017-2018 school year.

**2017-2018 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Tapestry Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	51	45	24	76	44	185	27	95
4	45	44	29	69	29	131	39	87
5	40	45	28	72	21	135	24	95
6	44	59	30	66	19	176	38	90
7	31	52	24	49	19	175	41	85
8	42	48	26	61	35	179	38	76
All	42	293	27	393	28	981	24	547

**Goal 3: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**Method**

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## **Results and evaluation**

Tapestry Charter School exceeded its goal to achieve an effect size of 0.3. In 2016-2017, Tapestry earned an overall effect size calculation of 0.09. We had positive differences between our actual and predicted performance in four grade levels and an overall positive difference for the district.

Even though we have shown growth, Tapestry Charter School did not meet this accountability measure. However, please consider that unlike other measures in this Accountability Report, this data is not from the most recent academic year in which Tapestry has shown growth. Additionally, an effect size of 0.09 in 2016-2017 is an improvement from the effect size of -0.44 in 2015-2016.

While the percent of students at levels 3 and 4 did not reach our predicted level of achievement in two of six grade levels, this is an improvement over the previous school year when four of six grade levels had did not reach their predicted levels of achievement. There is data from 2016-2017 school year that indicates that Tapestry will continue to trend in the positive direction on this measure. In 2016-2017, the aggregate proficiency rate in grades 3-8 ELA grew. 3rd grade grew from 35% proficiency in 2015 – 2016 to 46% proficiency in 2016 – 2017. 5th grade grew from 12% proficient in 2015 - 2016 to 42% proficient in 2016 – 2017. 8th grade grew from 11% proficiency in 2015 – 2016 to 43% proficiency in 2017.

Additionally, when looking at grade level cohorts, there are promising results. In 2015-2016, 12% of 5th graders scored at levels 3 and 4 but as 6th graders 25% of them performed at this level. 6th graders scored at 35% in 2015 – 2016 but as 7th graders scored at 38% proficiency. 7th graders scored 27%, but as 8th graders in 2016-2017 they scored at 43%, an increase of 16%. While there are certainly struggles among our economically disadvantaged students, Tapestry Charter School will show growth towards achieving the Comparative Performance by Grade Level by bringing the Effect Size closer to 0.3 in the 2017-2018 data.

### **2016-17 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	58.8	46	46	42.7	3.3	0.21
4	55.8	49	31	41.5	-10.5	-0.67
5	63.3	52	42	32.6	9.4	0.65
6	69.4	59	25	26.4	-1.4	-0.09
7	72.6	55	38	33.9	4.1	0.22
8	69.4	58	43	39.6	3.4	0.20
All	65.3	319	37.2	35.8	1.5	0.09
<b>School's Overall Comparative Performance:</b>						
<b>Slightly higher than expected</b>						

### Additional Evidence

For the first time in three school years, Tapestry had a positive effective size when comparing our students to those with similar economic status in New York State. This positive effect size demonstrates that our actual performance in English Language Arts was higher than the predicted performance. We anticipate continued success without economically disadvantaged students so that we can reach our comparative measure goal of at least a small effect size of at least 0.3.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size

2014-15	All	57.2	282	25.2	30.3	-0.35
2015-16	All	62.1	279	27.8	34.8	-0.44
2016-17	All	65.3	319	37.2	35.8	0.09

**Goal 3: Growth Measure[8]**

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**

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[9]

**Results and evaluation**

Tapestry Charter School had an overall Mean Growth Percentile of 57.0. This is an increase from the 2015-2106 Mean Growth Percentile of 47.4. Tapestry also exceeded its target goal of 50.0. Additionally, four of five grades exceeded the target of 50.0 mean growth percentile. Last year, only two of five grades exceeded the target of 50.0 mean growth percentile.

**2016-17 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Target
4	42.3	50.0
5	63.3	50.0
6	62.9	50.0

7	50.2	50.0
8	62.8	50.0
All	57.0	50.0

## Additional Evidence

Tapestry Charter School had an overall Mean Growth Percentile of 57.0. This is an increase from both the 2014-2015 Mean Growth Percentile of 56.2 as well as an increase from the 2015-2016 Mean Growth Percentile of 47.7. There was an increase in the mean growth percentile of every grade level except 4th grade. The positive trends on the 2017-2018 exams indicate the positive trends on this measure will continue once the data is made available.

### English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	53.6	50.2	42.3	50.0
5	59.8	48.7	63.3	50.0
6	54.6	50.3	62.9	50.0
7	54.8	47.8	50.2	50.0
8	58.7	39.7	62.8	50.0
All	56.2	47.7	57.0	50.0

### Goal 1: Optional Measure

Each year, 75% of students in grades 3-8 will score at “Basic” or above on the norm-referenced test *Scholastic Reading Inventory*.

### Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *Scholastic Reading Inventory*. Students in grades 4-8 are administered this assessment three times a year. The results are used to inform decision about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions.

### Results

2017-18 Scholastic Reading Inventory Performance by Grade Level				
Grade Level	September 2017		June 2018	
	Percent of Students Scoring at or Above “Basic” Level	Number Tested	Percent of Students Scoring at or Above “Basic” Level	Number Tested
3	69	52	86	52
4	61	50	79	51
5	82	80	84	77
6	67	65	70	64
7	73	58	78	57
8	85	63	79	64

All	72.8	368	80.5	365
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The above table highlights the student performance by grade on the *Scholastic Reading Inventory* in grades 3-8 in September 2017 and again in June 2018. Tapestry met the goal in June 2017 with 80.5% of students testing at “Basic” or above.

### **Evaluation**

With the exception of 6th grade, every grade level exceeded the goal of 75% of students score at or above the basic level. Additionally, every grade level except 8th grade showed growth from September 2017 to June 2018, with the greatest gain coming in fourth grade, an increase in proficiency of 18%. We exceeded our goal to have at least 75% of students in grades 4-8 score at “Basic” or above by 5.5%. The number of students assessed decreased from September to June as well, as our enrollment fluctuates in the first few weeks of school.

## Summary of the English Language Arts Goal

Tapestry did not meet the Absolute measure of 75% of students in at least their second year performing proficient on the NYS ELA exam for grades 3-8. Tapestry also missed achieving the Comparative measure with an Effect Size of 0.09. However, Tapestry met the Growth goal of the mean unadjusted percentile in ELA for all tested students when compared to the state's median growth percentile. Tapestry also achieved the comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. The data is not yet released so we do not know if Tapestry met the state's MIP set forth by the state's ESSA system.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school's aggregate 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.	N/A - Data not yet released
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 2016-17 results.)	Did not Achieve
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. (Using 2016-17 results.)	Achieved

Optional	Each year, 75% of students in grades 3-8 will score at “Basic” or above on the norm-referenced test <i>Scholastic Reading Inventory</i> .	Achieved
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## Action Plan

The K-12 administrative team and instructional coaches worked with our EL Education School Designer to develop a K-12 work plan consisting of multi-year impact goals and performance benchmarks for each year. The new work plan centers around three dimensions of student achievement:

1. Mastery of Knowledge and Skills
2. Student Character and Engagement
3. High-Quality Student Work

In order to show a sustained effort toward our prior goals, we strategically embedded objectives from our 2017-2018 School Improvement Plan into our current work plan. Within the Mastery of Knowledge and Skills dimension, as well as the High-Quality Student Work dimension there are targets and actions designed to continue our efforts toward improving literacy skills in the K-8 and increasing the level of rigor, especially in writing this year.

The following initiatives are occurring in our K-8 buildings to meet these objectives:

### K-5 Literacy Action Plan

Our literacy blocks are strategically designed to maximize time for instruction and support services. At the K-2 level the ELA blocks are approximately 80 - 90 minutes long and follow the Reader’s Workshop model. Within this block of time students receive small group instruction and guided reading from classroom teachers to go along with the mini-lessons each day. In addition, students have time for independent reading and tier 2 support if needed during this block of time.

In our 3rd and 4th grade classrooms students have a 60-70 minute block of time where the ELA modules are utilized to deliver integrated instruction and expose students to high level vocabulary through complex text. Along with that block, the teachers have another 60 minute ELA block that is used for guided reading instruction, independent reading, literature circles, and tier 2 interventions.

In our 5th grade classrooms approximately 2 hours and 15 minutes a day are available for reading and writing. That time is typically utilized based on topic and need of the class. Usually, at least 60 minutes a day is spent on the ELA modules and work involving complex text and vocabulary instruction. The literacy specialist working with 5th grade will be using, and supporting the teachers in using, an intervention strategy called Collaborative Strategic Reading to help tier 2 students access a difficult text and better understand it.

We currently have three literacy specialists who are each paired with two grade levels. The literacy specialists are able to pull tier two groups during the guided reading blocks in K-4 because schedules are staggered. Students who need supports receive their tier 1 instruction, guided reading, and tier 2 supports. Our specialists have also developed an if...then... document for teachers. This document will support teachers with understanding reading behaviors and knowing what to do to address them in their guided reading groups.

Finally, with experience from our arts integration work last year, the super subject teachers will continue to find ELA connections in their curriculum throughout the school year.

### **6-8 Literacy Action Plan**

We used a portion of our summer grant money to provide intense professional development for ELA teachers and then provide yearlong support for all teachers surrounding best literacy practices. As a result of this work, this year Tapestry Middle School created an RtI structure called "Enrichment." The purpose of this RtI program was to target struggling readers and make academic gains in literacy. Our 6-12 coach led professional development and personal coaching of our ELA teachers in order to get the teacher buy-in to start and sustain this program. As a result of this structure, we developed common literacy strategies across content areas such as annotation skills, writing across content with support with the essay structure and rubrics, vocabulary development and evidence based claims writing. This promoted the use of a common language to teach comprehension strategies. As an example, in 7<sup>th</sup> grade enrichment class, students practiced the strategy of RACE when writing constructed responses. Using a middle school RACE rubric, students weekly read and respond to a scholastic news article. After modeling the strategy and providing feedback, students now work in partnerships to assess and give constructive responses.

Given the success of the middle school enrichment program, we are expanding the program this year by hiring a full time math interventionist and full time literacy interventionist to the middle school staff. These additional staff members will be able to provide intense interventions to our neediest students and provide them with the additional support that they need to get their reading skills on grade level. We will continue to build upon the success of the enrichment program in the upcoming school year as teachers refine their skills with progress monitoring and providing literacy interventions for all students.

### **K-5 Writing Curriculum Alignment**

One of our big focuses this year is on our writing curriculum. Grant funds allowed us to host a professional development session this summer geared toward aligning our K-5 expedition curriculum map vertically. In this session, we also looked at merging the Writer's workshop model with our expedition work in each grade level. Teachers spent time focusing on written products that meet the standards and have some sort of authentic connection to student's lives or the community. From there, teams backwards mapped using the Writer's Workshop Units of Study as a guide. As a result, each grade level was able to create a writing curriculum and expedition map.

This year, all classrooms in K-5 will be spending more time emphasizing the Common Core Language Standards. Teachers are able to have students practice those skills throughout the day

and then apply their learning during their Writing Workshop block. Specific mini-lessons are used to target areas of need.

### **K- 8 Assessment and Data Inquiry Cycles**

A variety of assessments are used to monitor student learning and inform instruction. All grades levels in K-5 use the Fountas & Pinnell benchmark assessments to get a better understanding of students' reading levels and reading behaviors. All grade levels in 6-8 use the easy CBM assessments to determine a reading level and then progress monitor their students in specific literacy skills during their enrichment classes. In addition, grades 1-8 will be using the NWEA-MAP Growth assessment for the first time this year. This is a computer adaptive assessment that will replace the Scholastic Reading Inventory that has been used for the last several years. The MAP Growth assessment provides comprehensive reports and helps students and teachers track growth over time. Reading groups and intervention groups in all grade levels are formed using the data from multiple assessments.

Interim assessments were used in grades 2-8 for the first time this year. For the upcoming school year, we will continue to administer ELA interim assessments three times this year. The assessments are designed to expose students to rigorous questions featuring a variety of academic and content specific vocabulary. We plan to allot time within two weeks of giving assessments for teachers to analyze the results and develop action plans. Literacy specialists and coaches will also work with teachers throughout the year during team planning times to examine ongoing data such as sight words, running records, and modules assessments.

### **High Quality Work Protocol**

One of our priorities for the upcoming school year is to give teachers the opportunity to examine student work on a regular basis using the high-quality work protocol. This year we will primarily target written work. The goal is to have teachers examine work from their class and measure it against exemplars, using rubrics to highlight strengths and areas of need. This protocol will support teachers in providing students with more explicit feedback and an opportunity to reflect on their work.

### **Deeper Learning Professional Development**

During the 2017 - 2018 school year, K-5 teachers took part in bi weekly professional development. Two topics drove our work with students for the year. The first was growth producing feedback and the second was questioning. These two sessions contributed to the increase of rigor in classrooms and helped teachers discover ways to give students more ownership for their own learning. For next school year, we will build on the work in the upcoming school year and take it to the next level with the Deeper Learning professional development. During these sessions, we'll discuss creating lessons that are challenging and engaging. Lessons that provide students the opportunity to reflect, revise, monitor progress, analyze, evaluate, and create.

Staff in grades 6-8 participated in weekly professional development focusing on literacy strategies to be implemented across all content areas. Teachers shared their insights and reflection and brought back student work after their attempts at these new strategies. These literacy protocols helped students grapple with complex texts and primary sources. This

professional development will be continued into the 2018-2019 school year, as we will continue to provide students with a structure and strategies they can to improve their comprehension of text.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## Method

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).[10] This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

## Results and Evaluation

Tapestry did not reach this accountability measure with the 2014 cohort with only 47% reaching at least a level 4 on the Common Core exam. While this is significantly lower than in previous years, this can be attributed to teacher turn over. There was a brand new teacher teaching this ELA course and as a result, our students' test scores are below where they need to be. While we have not reached this measure in the past, we came close last year with 71% of the 2013 cohort passing with at least a level 4 on this exam. We anticipate that with the coaching that this teacher is receiving in the upcoming school year that we will soon make positive gains towards this goal.

In order to provide our teachers with better data about our students' literacy skills, we are also switching our progress monitoring program from the Scholastic Reading Inventory (SRI) to the NWEA MAPS assessment. We are confident that this switch will provide our literacy specialists and ELA teachers with the data that they need to differentiate their instruction to better meet the needs of our struggling students. With these interventions in place, we are confident that we can increase the number of students scoring at least a level 4 on the Common Core ELA exam.

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[11]

Cohort Designation	Number in Cohort	Percent scoring at least level 4 on Common Core exam (or percent scoring at least 75 if student took Regents Comprehensive English Exam)
2012	78	64

2013	75	71
2014	72	47

## Additional Evidence

Acknowledging that higher standards are essential for our students' success, throughout this past school year, we there has been an emphasis on teaching literacy across the content areas. We have been engaging our full staff with strategies to promote students' literacy skills, and have used the Common Core initiatives and modules as a guide to ensure that we are engaging our students in high levels of rigor. This year, we also began a new initiative by using a co-teaching model with our content area teachers and literacy specialists. We found that infusing literacy strategies at the point of instruction is beneficial to our students lacking essential literacy skills. We plan to build upon and continue to improve on this model in the upcoming year.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	73	46	72	47
2015	N/A	N/A	N/A	N/A	79	34
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## Method

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

## Results and Evaluation

Tapestry has shown considerable growth since 2012 in the percentage of students who have scored at least a level 3 on the Regents English Common Core Exam. There was a slight dip from 2013 to 2014 and we would like more of our students to perform at a level 4, this means that the majority of our students are passing their English Regents Exams.

### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort[11]

Cohort Designation	Number in Cohort	Percent scoring at least level 3 on the Regents English Exam
2012	78	82
2013	75	99
2014	72	90

## Additional Evidence

The table below shows that the percent of students achieving at least a level 3. As previously explained, there was a decrease in the number of students passing at this level of proficiency.

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	73	53	72	90

2015	N/A	N/A	N/A	N/A	79	67
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

## Method

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.[13] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

## Results and Evaluation

The performance index for the 2014 high school accountability cohort was 148. As of the writing of this accountability report we have not received the state’s Measure of Interim Progress set forth in the state’s accountability system.

### English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level								
	Level 1	Level 2	Level 3	Level 4					
72	10	43	25	22					
	PI	=	43	+	25	+	22	=	90

									25	+	22	=	47
										+	(.5)*[22]	=	<u>11</u>
											PI	=	148

### Additional Evidence

While the state has raised the bar for all students, and students’ scores between 65 and 74 are now considered by SED to be subpar, it is important not to lose sight of the impressive accomplishment of the many students in the cohort who were eligible for local diplomas, and instead earned regular Regents diplomas with scores at and above 65 in all areas. Many of these students are appropriately seeking community college programs in fields that meet their interests and the needs of the Buffalo community. There is as much dignity in the trades as there is in a four-year liberal arts degree.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

### Method

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### Results and evaluation

At this time, the scores for the 2014 cohort for Buffalo City Schools has not been released. However, based on the Buffalo City School District’s past performance we would assume that based on this information that Tapestry’s performance level 4 or higher would also be higher than the district’s rate. However, regarding Tapestry’s performance, we are aiming to reach and exceed the new standards and college and career readiness levels regardless of the Buffalo Public or state outcomes. As noted previously, Tapestry has began modifying and making the Next Generation ELA Learning Standards and the College and Career Readiness goals come alive for our students and all staff. We have targeted and strategic professional development that occurs weekly and has been designed to specially improve our students’ literacy skills and improve our academic school culture. We expect to continue to see gains based upon the work that has been done to meet these ends.

**Percent Achieving Performance Level 4 or Higher on English Regents  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	24	78	45	2241
2013	55	75	44	2359
2014	47	72	N/A	N/A

## Additional Evidence

Although the data for Buffalo Public Schools has not been released for the 2014 cohort, we saw great growth from the 2012 to the 2013 cohorts. These rates dipped slightly for the 2014 cohort, but with the changes we have in place we expect this to rise. We continually outperform the Buffalo Public School District and anticipate that we will with the 2014 cohort once that data is released.

### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

## Method

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## Results and evaluation

At the time of writing of this accountability report the results of the 2014 cohort for Buffalo Public have not been released. Although we experienced a 9% decrease from the 2013 to the 2014 cohort, Tapestry has always outperformed Buffalo City Schools. Since it exceeded the

district by 27% with the 2013 cohort, we anticipate that we will exceed the district by a similar margin for the 2014 school year.

**Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	82	78	75	2241
2013	99	75	72	2359
2014	90	72	N/A	N/A

### Additional Evidence

Although the results of the 2014 Buffalo Public cohort is not yet available, based on past performance and consistently high levels of students performing at a level 3 or higher, we predict that we will outperform the district by at least 10%.

**Goal 3: Comparative Measure**

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

### Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### Results and evaluation

Although the PI for the Buffalo City School District has not yet been released, Tapestry has consistently outperformed the performance index for the Buffalo City School District. Based on past results, we anticipate that these results will once again hold true this year.

**English Regents Performance Index (PI)[14]  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	141	78	131	2241
2013	170	75	139	2359
2014	148	72	N/A	N/A

## Additional Evidence

Tapestry enjoyed a great increase in our PI level for the 2013 cohort. While this has decreased for the 2014 cohort, we still outperformed our 2012 PI and continually outperform that of the Buffalo City School District.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## Results And Evaluation

Tapestry did not meet its accountability goal of at least 50% of students meeting the college and career readiness standard when they did not score proficient on their 8th grade English language arts exam. Of the 43 students in the 2012 cohort whose records from the eighth-grade language arts exam were available, 40 percent of them reached the college and career readiness standard of 75. In examining the data for the 2013 cohort, there was strong increase of those passing with a score of 75 (68 percent) but our percentage for the 2014 cohort dipped again with only 39 percent of students earning at least a 75%.

Tapestry Charter School has historically had great success in preparing our students to pass their Common Core English exams with a 65%, as is the standard for graduation. The goal of 75% set forth in this accountability report is less realistic at this time, as many of our students enter high school with deficient eighth grade ELA skills. The growth in literacy skills from elementary through high school years is encouraging. However, until this year we struggled with our students obtaining the percent passing score of 75% of Level 4 due to the fact that students do not need this level of proficiency to graduate from high school. As we continue to build our literacy program, we will see the number of students passing with a score of 75% continue to rise.

**Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	43	40
2013	57	68
2014	54	39

**Additional Evidence**

In an attempt to raise the number of students earning a level 4 on the Common Core English exam, we began testing our students in both January and June of their junior year. Regardless of the score that they got on their first attempt, all students now retake the exam in June to try to earn a higher score. The hope is that with a familiarity with the exam, some students who did not reach this level of mastery will score in this level 4 range.

**Goal 3: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

**Results And Evaluation**

Tapestry exceeded this accountability measure for the third consecutive cohort. For the 2014 cohort, 87% of students who were not proficient in the 8th grade were proficient on the Regents Common Core exam.

**Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort [16]**

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	43	88
2013	57	98
2014	54	87

**Additional Evidence**

While Tapestry peaked with the 2013 cohort with 98% of students who were not proficient in 8th grade passing the English Regents exam with at least a performance level 3, the results of the 2014 cohort were similar to that of the 2012 cohort with 87%. We anticipate similar results in future cohorts.

**Summary of the High School English Language Arts Goal [17]**

Although the data has not yet been released to evaluate our performance on our measure of interim progress, or any of the comparative measures to the Buffalo City School District, Tapestry did not achieve its absolute measure of 65% scoring at least a level 4 on the Regents Exam in English Language Arts. We also did not achieve our growth measure of 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam meeting or exceeding Common Core expectations. However, we did achieve our absolute measure of 80% of our students achieving at a level 3 on the English Regents exam and our growth measure of 75 percent of students who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam who scored at least Performance Level 3 on the Regents Exam in English Language Arts.

Type	Measure	Outcome
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Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A - Data not released
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A - Data not released
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A - Data not released
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A - Data not released

Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

## Action Plan

### ELA Curriculum Work

Beginning during the 2017-2018 school year, ELA staff were provided planning time to align curriculum to the academic rigor of the 9-12 ELA modules. Teachers were given autonomy to adapt to the modules to best serve the needs and interests of our students. As a result of this work, Tapestry’s English Language Arts curriculum are now fully aligned to the Next Generation English Standards. The high school ELA department uses the NYS modules as a benchmark for their own curriculum work and they will continue to refine their curriculum for the upcoming school year. Their planning process involves unpacking each standard and mapping their curriculum from their standards. They work together to vertically align the “power standards” ensuring a progression of skills from one grade level to the next.

We plan to continue this work with high school language arts through monthly department meetings focused on enhancing best practices focused on power standards. In addition, the English department will work to vertically align their curriculum to the Next Generation ELA Learning Standards and address gaps in standards based on the regents exam results. This year we have built in time on a monthly basis for departments to work together to analyze data and track student achievement goals.

### Ongoing ELA Professional Development

In the high school, literacy professional development for the 2017-2018 school year was centered around the text “Reading Nonfiction: Notice and Note Stances, Signposts and Strategies” by Kylene Beers and Robert E. Probst. Each week staff were introduced to new close reading protocols and encouraged to try these strategies in their rooms. Teachers shared their insights and reflections and brought back student work after their attempts at these new

techniques. In order to document these strategies, teachers create a video library of students engaging in these strategies. We now have videotaped segments and teacher reflections on the “Sketch to Stretch,” “Numbers and Stats” and “Syntax Surgery techniques” with our students from last year.

We plan to continue this work during the 2018- 2019 school year, because now our staff understands that using literacy protocols helps students grapple with complex texts and primary sources. This year, we are partnering with EL Education to provide us with on-site professional development centered around management in the active classroom. This includes the use of protocols and active learning literacy strategies. We see this professional development as a natural progression from what teachers learned last year and will conduct walkthrough observations to monitor the progress of these literacy initiatives.

### **ELA Interim Assessments and Progress Monitoring**

The ELA department follows an assessment calendar so that students will participate in interim assessments three times a year. Each of these exams are aligned to the Common Core English Regents examination and careful analysis of this data provides the ELA department with concrete areas of growth and achievement. Teachers use this data in order to make modifications to their curriculum and plan for targeted interventions.

This year we also made a change to the number of times that our students are exposed to the NYS Regents exam in English Language Arts. By having our students take the ELA Regents exam both times that it was offered during their junior year (both January and June), we are giving our students more opportunity to reach mastery.

As with our K-8 students, this year we are using the NWEA MAPS assessment to obtain a lexile and RIT score for all of our students in grades 9-12. The reports provided by the MAPS growth assessments will allow us to better utilize our literacy specialist to pull small groups of students for differentiated instruction. It will also allow our ELA teachers to understand their students’ needs in an organized and systematic way so that they can tailor their instruction to meet our students’ needs.

### **Improving the Sustained Silent Reading Structure**

At Tapestry Charter High School, we have a unique structure to encourage a love of reading among our students. Everyday, every student in the school participates in a daily silent reading period (called Sustained Silent Reading or SSR), where they are guided to read books within and slightly beyond their lexile levels. In an effort to evaluate its effectiveness, at the end of last year we collected data regarding student participation in reading and library book check out. Based on this data, for the 2018-2019 school year, we will increase the support offered for the silent reading program, offering more teacher run book clubs in order to engage resistant readers. In addition, every staff member at Tapestry will be expected to participate in SSR on a daily basis, increasing the modeling for students as well as the monitoring of students.

## **GOAL 4: MATHEMATICS**

## Background

The 2017-2018 school year marked the third year that our teachers used the Engage NY and Eureka Math modules. All grade levels were familiar with the pacing and coherence of the program and were able to start varying their instructional strategies to support all learners.

We had a representative team of teachers from K-5 attend a guided math workshop and begin to implement some of the practices in their classrooms. Second and third grade showed the biggest shift to the new structures. With support from the instructional coach, several teachers created flexible groups in their classrooms, began teaching mini-lessons in small groups, and began using stations to spiral and reinforce specific skills.

In addition to guided math, a few teachers began using number talks in their classrooms. There was a clear need for students to develop their mental math ability and to spend more time discussing strategies for solving problems. A couple of grade levels experimented with using number talks in place of sprints to really promote mathematical discourse and focus on the idea that problems can be solved in multiple ways.

The 2017-2018 school year was the first year in which we used interim assessments for math in grades 2 through 5. The interim assessments were given three times during the year. Interim assessments were created using previous NYS question stems and addressed standards that were taught in the previous trimester. After each trimester teams met with the instructional coach to review data and identify strengths from the previous trimester, as well as concepts that were still a struggle for students. An action plan was developed for the following trimester to ensure that standards were revisited if they were a struggle for the students.

Kindergarten and grade 1 used benchmark assessments during the year to assess students and check their progress over the course of the year. Both grades were given assessments that were adapted from the Bridges in Mathematics assessments. Data was tracked for both grade levels and teams met with the instructional coach during the year to look at the data and make adjustments in instruction based on the needs of the students.

All grade levels used a triangulation of multiple data points throughout the year to make instructional decisions. In addition to interim assessments and benchmark assessments, the teams used SMI data, mid-module and end of module assessments, and daily exit tickets.

A math interventionist was also hired this year to provide additional support for individual students that were not making growth with tier 1 instruction. The interventionist met with about 6-8 kids per grade level, two times a week. Lessons were designed to reinforce foundational skills that the students lacked that were necessary for them to meet grade level standards. The groups were fluid and were being continuously monitored so that students who showed growth could move out and other students needing support could move in.

### Goal 4: Absolute Measure

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

## Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested[18]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50	0	0	1	1	52
4	48	0	0	0	4	52
5	70	2	0	0	9	79
6	60	2	0	0	6	66
7	54	2	0	0	7	61
8	50	2	0	1	13	64
All	332	8	0	2	40	374

**Results and evaluation**

Tapestry Charter School students earned scores below the accountability goal of 75%. The aggregate percentage of Tapestry Charter School students who were in at least their second year earning proficient scores in the NYS mathematics assessment was 39%. While this still does not meet the accountability measure, it is a 4% increase from last year. We are confident that this positive trend will increase in upcoming years.

**Performance on 2017-18 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64	50	67	46
4	44	48	43	44
5	33	70	38	42
6	32	60	30	56
7	33	54	28	50
8	28	50	29	46
All	38	332	39	284

## Additional Evidence

Tapestry Charter School earned an aggregate proficiency rating of 39% for students enrolled in at least their second year. Of particular note, is the performance of the 7<sup>th</sup> grade cohort in 2016-17 compared to their performance as 8<sup>th</sup> graders in 2017-18, an increase of 8%.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	47	45	59	39	67	46

4	58	38	38	47	43	44
5	28	39	45	29	38	42
6	21	28	26	46	30	56
7	8	36	21	43	28	50
8	13	24	11	53	29	46
All	29	210	29	257	39	284

#### Goal 4: Absolute Measure

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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

## Results and evaluation

The MIP set by the set by the state's ESSA accountability system has not been released at the time of the writing of this report. Tapestry's PI is 111.5, however we do not have the information to know if we have met this absolute measure.

#### Mathematics 2017-18 Performance Level Index (PI)

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

284	36	25	22	17					
	PI	=	25	+	22	+	17	=	64
					22	+	17	=	39
						+	(.5)*[17]	=	8.5
							PI	=	111.5

#### Goal 4: Comparative Measure

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

## Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[19]

## Results and Evaluation

Tapestry Charter School met this measure by outperforming the local district in aggregate across grades 3-8. Overall, Tapestry students outperformed Buffalo Public School students by 18 percentage points. This is a 5% increase over last year.

### 2017-18 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

3	67	46	31	2501
4	43	44	20	2389
5	38	42	18	2176
6	30	56	22	1978
7	28	50	19	1880
8	29	46	14	1882
All	39	284	21	12806

## Additional Evidence

Tapestry Charter School met this measure by outperforming the local district in grades 3-8 by 18 percentage points. This is an increase over previous years. In 2014 Tapestry outperformed Buffalo by 9 points, in 2015 Tapestry outperformed Buffalo by 14 points and in 2016 Tapestry outperformed the district by 13 percentage points.

We ask the reader to consider the additional evidence below. Tapestry has a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter recently renewed.

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	67	46	41	75	50	185	31	96
4	43	44	38	69	48	134	37	87

5	38	42	26	73	31	137	32	94
6	30	56	9	65	6	171	33	91
7	28	50	15	53	17	179	24	83
8	29	46	0	34	20	175	26	68
All	39	284	24	369	28	981	31	519

**Mathematics Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	47	45	59	22	67	31
4	58	38	38	18	43	20
5	28	39	45	19	38	18
6	21	28	26	20	30	22
7	8	36	21	15	28	19
8	13	24	11	7	29	14
All	29	210	29	17	39	21

#### Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## Method

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## Results and Evaluation

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. In 2016-17, Tapestry earned an overall effect size calculation of -0.26. While that does not meet the accountability measure, it is an improvement over last year's effect size of -0.44. While no grades hit the mark of 0.3, third grade was just 0.02 away from hitting the mark of 0.3 which is 0.06 better than last year.

Tapestry Charter School did not meet the measure. However, the effect size of -0.26 is an improvement of 0.18 from the effect size of -0.44 that was earned in 2015-16 and 0.57 from the effect size of -0.83, earned in 2013-14. Tapestry is trending in a positive direction. Overall, there was one grade levels who earned positive effect sizes, which is better than the 2013-14 school year when no grades were positive scores.

Five out of the six individual cohorts improved from 2015-16 to 2016-17. These results of can be found below. Should these trends continue, we can anticipate Tapestry meeting the benchmark in 2017-18 when that data is made available.

Grade	2015-2016 Effect Size	2016-2017 Effect Size
3	0.22	0.28
4	0.21	-0.47
5	-1.10	-0.46

6	-0.46	-0.19
7	-0.88	-0.37
8	-0.41	-0.28
All	-0.44	-0.26

**2016-17 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	58.8	45	53	48.2	4.8	0.28
4	55.8	50	36	42.7	-6.7	-0.47
5	63.3	53	32	39.7	-7.7	-0.46
6	69.4	58	29	32.6	-3.6	-0.19
7	72.6	51	20	27.6	-7.6	-0.37
8	69.4	56	11	16.1	-5.1	-0.28
All	65.2	313	29.4	34.1	-4.7	-0.26
<b>School's Overall Comparative Performance:</b>						
<i>Lower than expected</i>						

**Additional Evidence**

Tapestry has continually shown growth in reducing its negative effect size. Although we still are not meeting this accountability measure, we have increased our effective size by .18. Given this trend, we expect to met this accountability measure in the future.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	57.1	245	29.7	36.0	-0.45
2015-16	3-8	61.9	268	28.2	36.2	-0.44
2016-17	3-8	65.2	313	29.4	34.1	-0.26

**Goal 4: Growth Measure[20]**

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**

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[21]

**RESULTS and Evaluation**

Tapestry Charter School had an overall Mean Growth Percentile of 51.4. This means that it met this accountability measure. Most notably, grades 6 and 8 exceeded the statewide median by 7.1 and 4.5 respectively. The positive trends on the 2017-18 exams indicates the positive trends on this measure will continue once the data is made available.

**2016-17 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Target
4	48.9	50.0
5	49.8	50.0
6	57.1	50.0
7	44.5	50.0
8	54.5	50.0
All	51.4	50.0

## Additional Evidence

Tapestry Charter School had an overall Mean Growth Percentile of 51.4. Positive cohort trends emerge from 2014-15 to 2015-16 and are similar for the 1016-17 school year. 5<sup>th</sup> graders in 2014-15 scored at 63.2, but as 6<sup>th</sup> graders in 2015-16 they scored at 67.2, a 4 percent increase. 5th graders in 2015-16 scored at 431 but as 6th graders scored at 57.1, a 14% increase. Similarly, 6th graders in 2014-15 scored at 25.7 but as 7th graders in 2015-16 scored at 71.6. The positive trends historically combined with the positive growth seen on the 2016-17 test scores indicates a continued increase in performance on this measure in the future.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	48.0	46.6	48.9	50.0
5	63.2	43.1	49.8	50.0
6	25.7	67.2	57.1	50.0

7	60.4	71.6	44.5	50.0
8	62.4	33.5	54.5	50.0
All	51.2	52.8	51.4	50.0

## Summary of the Mathematics Goal

Tapestry did not meet the absolute measure of 75% of students in at least their second year performing proficient on the NYS Mathematics exam for grades 3-8. However, Tapestry achieved the comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Since the data is not yet available, we do not know if Tapestry met the year's MOP as set forth in the state's ESSA accountability system. Tapestry met the Growth goal of the mean unadjusted percentile in math for all tested students when compared to the state's median growth percentile.

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.	Did not Achieve
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.	N/A - Data not released yet
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Did not Achieve
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. (Using the 2016-17 results.)	Achieved

## **Action Plan**

After looking at our overall data from the 2017-2018 school year, we saw mixed results. Some of our grade levels grew more than others in math and we still saw limited growth with different sub groups including many of the students that began the year below grade level. Based on this information, we have put extra supports in place for our K-5 students, as well as our 6-8 students. These supports are outlined below.

### **K-5 Math Specialist and 6-8 Math Interventionist**

Citing our need in both the elementary and middle school, we have hired a math specialist for the upcoming school year for the K-5 building and a math interventionist for grades 6-8. The math specialist will work specifically with K-5 classroom teachers to support instructional decisions in the classroom in order to help teachers create tiered supports within their math block. We found that having an interventionist pull such a small group of students for a limited amount of time did not have the impact that we had hoped for in K-5 so we hired with a different approach in mind for K-5 students and teachers.

We hired a 6-8 math interventionist to support the enrichment RtI program in the middle school. We made great strides with our students' reading abilities due to the RtI enrichment program, but we did not have the resources to support our students with their math needs. As a result, we have hired a new staff member to fill this need and serve as both a co-teacher and small group interventionist with our neediest students.

### **K-5 Professional Development**

Over the summer our K-5 math specialist offered a professional development session on differentiating instruction using various instructional strategies. The session was attended by teachers at nearly every grade level in K-5. Teachers examined various instructional methods such as inquiry lessons, compacting, workshop 2.0, and guided math. The majority of the time was spent focusing on guided math and math workshop. As a result, we have K-5 teachers in every grade level ready to kick off the school year using guided math structures to continue teach the Engage NY/Eureka Math curriculum. Our K-5 math specialist will start the year in classrooms co-teaching and supporting teachers with this structure that is new to many of them. Along with supporting teachers in the classroom, our math specialist will attend weekly math meetings with teams. During those meetings, our specialist will support planning and help teachers analyze work and data.

Beyond the supports that will be provided by our K-5 math specialist, our entire K-5 staff will be receiving professional development in growth mindset during our first teacher learner cycle this school year. Growth mindset is particularly applicable to math because as students move up in grade level the gap seems to widen with students that lack foundation skills, place value understanding, fluency, and problem solving skills. Many of these students experience frustration with math which contributes their lack of growth. In addition, solving word problems, especially multi-step word problems has been one of our weaker areas across grade levels for several years. Through our growth mindset professional development, we will specifically target mathematical mindsets during several of our professional development sessions. We will focus on things such as encouraging creative and open problems that allow students to engage in mathematical discourse, valuing multiple strategies to solve the same problem, showing students that the brain grows from working on challenging problems and

making mistakes, and reinforcing to students that there is no such thing as “a math person” - everyone can be successful in math through hard work and practice.

The 6-8 staff will also participate in professional development about best mathematics instruction. This will occur through time set aside for our departments to meet and work towards goals that they set for themselves based on state test data. Department chairs meet with their principals quarterly to report out on their department’s progress towards these goals and to tell the story of their data. Department chairs will continue to lead data analysis meetings based on interim assessment data, and will use the enrichment RtI structure to target those students needing extra support.

### **Interim Assessments and new NWEA Maps Testing**

We will continue to use interim assessments for grades 2-8 and benchmark assessment for kindergarten. This year we will also use the NWEA-Maps growth assessments for grades 1-8. These data points, along with module assessments and exit tickets will once again give teams several data points that will drive their instruction. With teams now using a guided math model and some teams using a new spiraled homework, there will be much more opportunity to provide instruction based on individual needs of students in all grade levels.

## **High School Mathematics**

### **Goal 4: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## **Method**

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.[22] This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

## **Results and Evaluation**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Over the years the accountability goal for math achievement had been exceeded consistently, with students understanding that a score of 65 was acceptable for earning a Regents diploma by SED’s own standard.

While it is admirable for New York State to pursue a “college and career readiness standard,” there is an inconsistency between the New York State graduation requirement of a 65 percent and this higher standard. As a result, there are many students who score between 65 and 79 percent but do not attempt to retake these math exams for a higher score. Often times, teachers’ desires for students to work to improve their scores do not provide sufficient

motivation for students to retake exams they have already passed at a level necessary for graduation and even college admission. Until the New York State graduation requirements are changed to reflect this college and career readiness goal, it is unlikely that many students in this category will be motivated to challenge their exam to earn a higher score.

With that said, 14 percent of students in the 2014 cohort passed their Regents examination in math at a level 4. This is a 5% increase over the previous year. Tapestry continues to show growth with its students reaching a level of mastery and will continue to do so.

As student and staff mindsets shift to reflect these college and career readiness goals, the school policy will also shift for future cohort groups. Re-testing will be encouraged for all students scoring below 80 percent. A message has been communicated to students, parents, and teachers that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. They are now familiar with the common college practice of pre-testing entering college students in ELA and Math, and requiring paid participation in non-credit bearing remedial courses for any student who does not meet criteria. With new information about the higher standards, students are expected to be more motivated to aim high and to retake the exams as necessary.

**Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[23]**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	75	27
2013	75	9
2014	72	14

## **Additional Evidence**

For the 2018-2019 school year, we have made the switch to only teach our Algebra course to 9th graders over the course of one year. In previous years, we thought that spreading the course over two years and testing students at the end of 10th grade would produce better results, because it would allow us more time to teach our students the foundational skills they are lacking. As evidenced by our results however, after three years of this model they have not been able to reach the college and career readiness standard of 80% and find success on the Regents exam at the end of their sophomore year.

For this upcoming school year, we have revamped our program so that all students are on a one year Algebra track, with the addition of weekly math labs with their classroom teacher. This provides an outlet for small group differentiation and targeted intervention so that students can get the one on one tutoring that they need to score at a college and career readiness level.

The table below shows that the number of level 4 students has grown by 2% for the 2017 cohort. We are expecting that with the changes to our curriculum and course offerings that have previously been mentioned that we will continue to see this number grow.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	78	13	73	14	72	14
2015	82	1	81	25	79	24
2016			82	5	81	7
2017					87	9

**Goal 4: Absolute Measure**

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

**Method**

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Results and Evaluation**

Tapestry achieved this absolute measure, as 85% of our students at least partially met Common Core expectations by scoring at or above a performance level 3 on Regents Mathematics Common Core Exams. This is consistent with past performance, as Tapestry has met this absolute measure for both the 2012 and 2013 cohorts.

**Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[24]**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3
2012	75	91
2013	75	88
2014	72	85

## Additional Evidence

Tapestry has experienced a decrease in the percent of students achieving at a level 3, after a peak with the 2015 cohort. We are confident that with the interventions that we have mentioned in the action plan below that we will see growth in this area in subsequent years.

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	78	1	73	85	72	85
2015	82	2	81	81	79	89
2016			82	16	81	67
2017					87	63

#### Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

## Method

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.[25] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

## Results and Evaluation

The PI for Tapestry Charter School in high school math is 99. Since we do not have our measure of interim progress (MIP) we cannot assess how this measure relates to the ESSA accountability system.

### Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level								
	Level 1	Level 2	Level 3	Level 4					
72	15	71	14	0					
	PI	=	71	+	14	+	0	=	85
					14	+	0	=	14
						+	(.5)*[0]	=	<u>99</u>
							PI	=	99

## Additional Evidence

In past years Tapestry had met and exceeded the expectation set by the state for achievement in mathematics. Given the changes in the definitions of the Levels to a more challenging cut-off,

the numbers of students in the desired Levels 3 and 4 had naturally decreased. In examining those who earned Level 1, it is noted that all the students in Level 1 are all eligible for local diplomas by virtue of their disability classifications. They have been granted local diplomas and have already pursued enrollment in community college programs. For seniors who were already eligible for a Regents diploma, and had earned a score between 65 and 79, now-Level 2, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning and were unmotivated to do so.

In terms of the school's motivation to improve scores in the future, the onset of the Common Core Learning standards has sparked a renewed sense of importance for staff to push students to this higher level. This new initiative has help to provide a solid rationale for the need for all students to be ready for college and to avoid them having to take remedial math courses. The message to students and parents is being communicated in a variety of settings, including our crew advisory groups, math classes, Student Led Conferences, evening family college night meetings, and guidance meetings.

With the help of our instructional coaches, the math department has also done an audit of its curriculum, revamping its assessments and curriculum map to be better aligned with the common core and state assessments. We now implement interim assessments three times per year and have put a math lab intervention structure in place to differentiate based on our students' needs. As teachers become more familiar with their curriculum and improve their practice through interim assessment and solid curriculum, our PI will undoubtedly rise.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

## Method

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## Results and evaluation

Based upon the past comparisons for graduating cohorts, Tapestry surpassed the Buffalo Public Schools (BPS) in percent earning a 4 or 5 on Mathematics Regents assessments for the 2012 cohort. We did not surpass the district for the 2013 cohort. Information was not available for the Buffalo City School District's 2014 cohort at the time this report was written.

### **Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	27	78	15	2831
2013	9	75	15	3303
2014	14	72	N/A	N/A

## Additional Evidence

Typically, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. However, passing is not enough and BPS did surpass us in the number of level 4 and 5's for the 2013 cohort. Our aim is to reach and exceed the new standards and college and career readiness levels, regardless of the BPS outcomes.

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

## Method

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## Results and evaluation

The number of Tapestry students achieving a performance level of 3 or higher on a Mathematics Regents exam substantially surpasses that of the Buffalo City school district. Although this year's data from BPS has not been released, our strong numbers in the mid 80 percent range is expected to surpass their range in the high 50 percent.

### Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	88	78	57	2831
2013	88	75	58	3303
2014	85	72	N/A	N/A

## Additional Evidence

Tapestry held steady as 88% of our students earned a mathematics Regents score of level 3 or higher for both the 2012 and 2013 cohorts. While we dipped slightly for the 2014 cohort, with our revamped professional development and focus on increasing rigor we expect those numbers to rebound in the upcoming year.

### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## Results and evaluation

While they are close, Tapestry did not exceed the performance index of fourth year accountability cohorts of Buffalo City Schools. This can be attributed to the fact that a large district like Buffalo has many more resources that we do not have. They also have a much larger cohort of students that they are working with. Given the limitations of our program, Tapestry is educating students of the same demographic with limited resources as nearly the same level. Performance Index numbers for the 2014 cohort for Buffalo Public have not yet been released.

**Mathematics Regents Performance Index (PI)[26]  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	96	78	104	2831
2013	93	75	111	3303
2014	99	72	N/A	N/A

## Additional Evidence

Tapestry saw an increase in its Performance index number for the 2014 cohort when compared to the 2013 and 2012 cohorts. While we still are not achieving at the level of Buffalo City Schools, we are making progress every year and will continue to do so.

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

## Results And Evaluation

Tapestry had 13% of its students who were not proficient on their 8th grade math assessments score with at least a performance level 4 on a mathematics Regents exam. Although that does not meet the 50% accountability goal, it beats last year's percentage by 8%. This shows that Tapestry is making positive strides towards meeting this accountability measure.

### Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort [27]

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
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2012	46	20
2013	59	5
2014	60	13

## Additional Evidence

Tapestry has seen an increasing in the number of students receiving a level 4 on the common core mathematics exams. This can be attributed to many things, among them is our use of interim assessments and data driven instruction. We now test students three times per year and use edoctrina to help us process the scores. Then department chairs meet with their colleagues to run data analysis meetings where they examine the data, look for patterns and create an action plan for future success. With the help of this new assessment and professional development structure, we are hoping to be able to better differentiate for our students and provide them with the skills they need to score at this level of proficiency on state assessments.

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

## Results And Evaluation

Generally, Tapestry is successful at getting our students to pass of the required Regents examinations for graduation. We have hovered around the mid 80% mark for three consecutive cohorts now and our results will just continue to improve with each passing cohort. Accelerating all of our students by requiring that they take Algebra 1 as freshman, and allowing some of our 8th graders to take the Common Core Algebra exam as well will promote the increased rigor that we need to see improvements with this accountability measure.

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort [28]

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	46	88
2013	59	88

2014	60	83
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## Additional Evidence

While Tapestry saw a slight dip in its percent of students achieving a level 3 on Regents math exams, we have put several safeguards in place this year to ensure those numbers continue to rise. First, we have a full time special education teacher who co-teaches with the Common Core Algebra teacher to provide small group differentiated instruction during class. We have also instituted a weekly math lab for all students so that they can use data to target students in small group. Additionally we have implemented the NWEA Maps growth system for our high school students so that we can more accurately pinpoint the skills our students are lacking and use these systems to build those skills. With these interventions in place we hope to see this number increase in subsequent years.

## Summary of the High School Mathematics Goal [29]

Unfortunately, there is not a lot of information released regarding math scores of comparative districts or the MIP set forth in the state’s ESSA accountability system. This means that we cannot accurately assess our progress against these measures, However, we can account for our progress on two absolute and one comparative goal. Tapestry did not achieve its goal of 65% of students achieving a level 4 on their mathematics Regents exams. It did achieve its goal to have 80% of our students pass at a level 3. We also achieved our growth goal as more than 75% of students who did not score proficient on 8th grade math assessments met the performance level 3 on a Regents math exam in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A Information is not available
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A Information is not available
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A Information is not available
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A Information is not available
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A Information is not available
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

## Action Plan

During the 2017-2018 school year we made changes to our mathematics programming. In previous years our students were taking Algebra as a two year course, spreading the content over both ninth and tenth grade years. The thinking behind this decision was that our students come in with great deficits in math and the more time they have to focus on the content, the better our outcomes would be. We found however, that after three years with this model that it prevented our brightest math students from taking upper level courses like Calculus and slowed down their curriculum to a level that they did not need. Teaching students from this deficit model did not push our accelerated students or our struggling students to succeed according to these accountability measures or enjoy math anymore.

As such, this year all ninth graders took Algebra as a one year course. As an additional support math labs were added for all Algebra classes which increased contact time with classroom teachers as students met weekly in smaller groups to work on focused math skills. In addition, the co-teaching model was implemented in half of the Algebra classes increasing the instructional support students received. The presence of two teachers in one classroom increases contact time for all students. The co-teaching model supports pull out groups, small group instruction and individualized tracking of mastery of skills.

Now in the 2018-2019 school year all incoming ninth graders will enroll in the one year Algebra course. All ninth grade students will be placed in a class with a co-teacher in order to increase instructional support. All ninth grade students will also have math lab once a week. This small group instruction with their content teachers allows for differentiation and a deeper dive into specific skills that teachers identify as areas of need. We have also accelerated a group of our eighth grade students so that they can take the Common Core Algebra exam as 8th graders and then have the capability to take Geometry as freshmen and continue on this path towards an Advanced Regents diploma.

The math department analyzed their 2017-2018 data and identified that their students struggle the most on parts 2,3 and 4 of the Algebra exam. Teachers will work as a department to analyze best practices, implement more literacy and close reading skills and track achievement towards mastery. In addition, all tenth graders who have not passed Algebra will be placed in a pre-geometry course. This course will prepare students to retake the Algebra exam in January of 2019 while still giving them the essential skills necessary for success in a Geometry course. Teachers are analyzing interim data three times per year and using this data to guide their instruction. This continuous movement forward and preparation will allow more students access to higher level math courses even if it is later in their school career.

## **GOAL 5: SCIENCE**

### **Background**

In most grade levels K-5, science is integrated into the curriculum during the expedition block. Teams have content maps that included the disciplinary core ideas from the standards in the learning expeditions that they had developed over the past couple of years. Our expeditionary learning coach worked with a couple of grade levels, first grade in particular, to embed more of the science and engineering practices from the Next Generation Science Standards.

The first grade curriculum included investigations to examine how light and sound help people communicate. Students designed their own forms of communication using light and sound. Students in first grade also created biomimicry cubes designed to keep a special item safe using an animal adaptation.

In fifth grade, a specific science and social studies block was created in addition to the content that was integrated through reading and writing during the expedition block. Whenever possible, connections were made between texts being read, or writing being done, during the expedition block, to the science concepts that were taught during the science/social studies block. Students in 5th grade participated in several labs and investigations during the year. These included investigations involving the structures and property of matter and owl pellet dissections that focused on the interdependent relationships in ecosystems.

There were exciting changes in middle school science during the 2017-2018 school year. This year, we offered our 8th grade students the opportunity to take Regents level Earth Science. Although we struggled with staffing issues (having lost 2 of our 3 science teachers throughout the course of the year), this provided our students with an amazing opportunity to challenge themselves. It naturally increased the rigor of our science program and strengthened our science department. Our students rose to the challenge and the majority of those in the regents level course took and passed this exam. This move also forced us to take a critical look at our curriculum and we will continue to do that throughout the course of this year.

#### Goal 5: Absolute Measure

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

## Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

## Results and evaluation

Tapestry did not meet this measure. While we did with fourth grade, as 83% of fourth grade students in at least their second year were proficient, but only 55% of eighth grade students in at least their second year were proficient. Overall, Tapestry students had a proficiency rate of 69% in science. The information for all district students was not available at the time this report was written.

### Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency

	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83	46	N/A	N/A
8	55	44	N/A	N/A
All	69	90	N/A	N/A

## Additional Evidence

Tapestry has seen a relatively stable number of students earning a level of proficiency in the sciences. There was a decrease in proficiency from 2015-16 to 2016-17 but we have overcome that to once again experience an increase for the 2017-18 school year. The number of students who were tested, particularly in 8<sup>th</sup> grade from the 2016-17 to the 2017-18 dropped, and we will continue to emphasize the importance of taking state tests and not opting out of these assessments.

While Tapestry did not meet this accountability measure, we are making progress towards increasing the percent of students enrolled in at least their second year at proficiency by reorganizing our science program for the upcoming year. We are offering our students the option to take Earth Science during their 8<sup>th</sup> grade year so that they are able to earn high school credit while still in middle school. Our instructional coaches have worked with our science teachers to create solid curriculum that is based on the state standards and reflects state testing requirements. We also built the schedule to encourage teacher collaboration and common planning time throughout the day. As we build our teachers' capacity we know that we will see gains in our students' performance in science.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested

4	93	45	86	50	83	46
8	58	36	50	56	55	44
All	76	81	67	106	69	90

**Goal 5: Comparative Measure**

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

**Method**

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district’s **2016-17** data.

**Results and evaluation**

Tapestry met this measure, as we outperformed the district in both 4th and 8th grade science. In 4th grade we outperformed Buffalo Public schools by 19% and in 8th grade we outperformed the district by 31%.

**2017-18 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students[30]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83	46	64	2284

8	55	44	24	1895
All	69	90	44	4179

## Additional Evidence

Although district data for the 2016-17 NYS Science Exam is unavailable at the time of this writing, Tapestry is confident that the school has outperformed the district on this year's assessment based on previous year's results for both Tapestry and the local district. Tapestry has made positive gains towards strengthening our science curriculum and ensuring that all students take and are prepared for state tests. We have outperformed the district every year since 2015-2016.

### Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	93	71	86	64	83	N/A
8	58	32	50	24	55	N/A
All	76	53	67	44	69	N/A

## Summary of the Science Goal

Tapestry Charter School did not achieve the Absolute Measure that 75% of all tested students enrolled in their second year will perform at or above proficiency. Although we cannot determine if we achieved the Comparative Measure, as the data for the local district is not yet available we met this accountability measure when using last year's data.

Type	Measure	Outcome
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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 examination.	Did not Achieve
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.	Achieved

## Action Plan

There are several steps that Tapestry is taking to improve our outcomes in science. One big addition to our program for the 2018-2019 school year is a new STEAM lab in the K-5 building that includes a plethora of tools, resources, and materials. In addition, a part time STEAM coordinator will be conducting experiments and preparing investigations for students in all grade levels this year.

In the spring, each grade level met with our STEAM coordinator to create a map for the 2018-2019 school year that included dates to visit the STEAM lab and specific lessons that will be taught during those visits. This summer, members of every grade level participated in summer curriculum work in which they reviewed learning expeditions that integrate social studies and science content. Teams analyzed gaps in their own curriculum and wrote Next Generation Science Standards into their curriculum maps. Maps were then looked at vertically to ensure that big scientific ideas were being covered across the grade levels and that there weren't gaps or overlaps. After aligning the curriculum vertically, teams also identified areas where science content could be enhanced by visiting the STEAM lab and adjusted the plans developed in the spring with the STEAM coordinator.

With the addition of the STEAM lab this year, there will be much more of an emphasis on hands-on activities and labs that address the science and engineering practices component of the standards. All grade levels will be able to reinforce the content taught in the classroom through reading by participating in authentic investigations and then writing about observations when they visit the STEAM lab. In addition to the lessons conducted by our STEAM coordinator, the lab will be open for teachers to visit throughout the year so that they can carry out investigations and develop models when it makes sense.

This fall we will dig into the 4th and 8th grade science standards and review data from the 4th grade science assessment to further identify strengths and weaknesses in our program. After analyzing the data, our 4th and 8th grade teams will review their curriculum and develop an action plan to enhance instruction and plug any gaps that may exist. We will continue the progress that we began with the middle school science department over the summer. We will increase the rigor of their interims and the use that derived from the interims to make

systematic changes to our program. With this focus on pedagogy and curriculum, we can improve the results of our science program.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### Method

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### Results and Evaluation

Tapestry met this accountability measure with 75% of students passing Science Regents exams with a score of at least a 65%. Tapestry has consistently passed this accountability measure throughout its entire history.

#### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[31]

Cohort Designation	Number in Cohort	Percent passing with a score of 65
2012	75	91
2013	75	85
2014	72	75

### Additional Evidence

Achievement on Science Regents exams had been relatively stable since the school opened. Due to staffing changes however, our passing rate fell dramatically for the 2017 cohort. To rectify this situation we have turned over two of our five science teachers and replaced those positions with new teachers whose certifications and expertise better meet the needs of our school. We expect to see positive changes based on these staffing changes.

### Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	78	62	73	75	72	75
2015	82	69	81	69	79	77
2016			82	76	81	78
2017					87	48

#### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## Results and evaluation

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing Science Regents for the 2012 and 2013 cohorts. The percentage of passing for Tapestry's 2014 cohort is slightly lower than past years, but is undoubtedly higher than the district's rate. The 2017 passing rate for BPS has not yet been released.

As stated in previous sections, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry's performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of BPS outcomes.

### Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	91	77	65	3275
2013	85	75	61	3265
2014	75	72	N/A	N/A

## Additional Evidence

In grades 9-12, students at Tapestry are expected to take four years of Regents level science courses or STEAM electives. STEAM electives were designed for those students who cannot handle the rigor of a Regents course but still need to be engaged in science content. Students generally follow a track of Living Environment in 9th grade, Earth Science in 10th grade, Chemistry or STEAM science in 11th grade and Physics or STEAM science in 12th grade.

During the 2017-2018 school year students in grade 9 took Living Environment. In every Living Environment class there was a literacy co-teacher. This allowed both teachers to address the heavy amount of reading comprehension on the Regents exam. For students who were unsuccessful on the Regents exam after their freshman year, additional supports were put into place through an Applied Biology course or Living Environment tutorial. These courses are designed to target students with their specific deficit and prepare them for the Regents exam while still engaging them in science. By 11th and 12th grade students had the choice of taking a STEAM elective or continuing into a chemistry or physics class. We have structured our professional development this year to allow for more time in departments for science teachers to work on curriculum, data analysis and increasing the rigor in STEAM courses. We are confident that with these changes we will continue to see stride in science scores.

## Goal 6: SOCIAL STUDIES

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## Results

Although the number of students passing the US History Regents exam with a score of 65% has fallen slightly in recent years, Tapestry has exceeded its accountability goal with 89% of our students reaching this standard.

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[32]

Cohort Designation	Number in Cohort	Percent passing with a score of 65
2012	75	87
2013	75	96
2014	72	89

## Evaluation

Tapestry has consistently exceeded the established goal of exam success for at least 75 percent of graduating seniors on the U.S. History Regents exam. No student has been limited from earning a Regents diploma because of achievement on this exam alone. All of the students who ended senior year with a score at the local level were classified by the Committee on Special Education or served with an Accommodation Plan through Section 504 of the Americans with Disabilities Act.

## Additional Evidence

Achievement on the U.S. History Regents exam has remained relatively stable through the years it has been administered to juniors at Tapestry. Results for the cohort of 2013 indicate the strongest results in years, with a total 96% passing with score of 65. Results for the 2014 cohort dipped slightly, but are still well above the goal and above where they were in 2012.

Professional development has been provided for the Social Studies Department encouraging the effective use of instructional literacy strategies, interim assessments, and effective behavior management and student engagement strategies.

### U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort	2015-16	2016-17	2017-18

Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	78	90	75	96
2014	N/A	N/A	73	81	72	89
2015			N/A	N/A	79	67
2016					N/A	N/A

#### Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

## Results

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing the U.S. History Regents for all previous years. The percent passing increased for the 2013 cohort and represents our best passing percentage yet. While the results for our 2014 cohort decreased slightly, we are confident that it will still surpass that of BPS. However, the passing rate for Buffalo City School District has not yet been released.

#### U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	87	75	97	2383

2013	96	75	90	2345
2014	89	72	N/A	N/A

## Evaluation

As stated in previous sections, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces many challenges and does not set a high enough standard at this time. Regarding Tapestry’s performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of BPS outcomes. Buffalo City Schools has not yet been released.

However, at this time

## Additional Evidence

Although Tapestry experienced a slight decrease for the 2014 cohort, this can be explained by staffing changes. We had a new teacher in this position for last year, so results dipped slightly as to be expected. With continuous coaching and work on curriculum, we expect these results to rebound by next school year.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## Results

The number of students passing the Global History Regents exam has remained relatively stable over the past few year. However, there was a decline for the 2014 cohort and as a result Tapestry did not reach this accountability measure.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[33]

Cohort Designation	Number in Cohort	Percent passing with a score of 65
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2012	75	81
2013	75	89
2014	72	71

## Evaluation

Tapestry did not meet this accountability measure for the 2014 cohort. In order to rectify this situation, we conducted summer professional development with our 6-12 Social Studies department focused on aligning assessments to standards, creating high quality interim assessments and using the data derived from these assessments to drive instruction. With this vertical alignment and increased rigor across all Social Studies classes 6-12, we hope to see this number rise yet again for the 2015 cohort.

## Additional Evidence

Achievement on the Global History Regents exam has remained relatively stable through the years and with the exception of this year we always met this accountability measure. To increase the support with the Global History Regents exam, we now have a literacy teacher who teaches full time with the Global History teacher. We identified our students' problems as being attributed to a lack of literacy skill, not a lack of content knowledge so we are confident that this will have positive effect on our test scores for the upcoming year.

### Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	78	62	73	70	72	71
2015	N/A	N/A	81	63	79	68
2016			N/A	N/A	81	68
2017					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## Results

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing the Global History Regents for previous cohorts. The passing percentage for Tapestry's 2013 cohort is slightly lower than in years prior, but given the historical data of the Buffalo City School District, Tapestry's percent passing is undoubtedly higher than the district's rate.

### Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	81	75	63	3293
2012	89	75	61	3295
2013	71	72	N/A	N/A

## Evaluation

As stated in previous sections, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry's performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of BPS outcomes.

## Additional Evidence

During the 2018-2019 school year Tapestry will make programmatic shifts in order to address some of the gaps in our cohorts. An additional section of Global History 10 and U.S. History will be built in to the schedule to accommodate any students who did not pass their exam with their cohort. Given the depth of knowledge required for passing these content-rich exams repeating the course with the content teacher will give struggling students their best chance at success. In addition, Tapestry has built in an hour of professional development each month for departments to meet. Department chairs will use the data they have collected from the 2017-2018 school year to create strategic interventions in the areas of the most need. For the History department their focus will be around literacy skills with a particular emphasis on writing strong claims and supporting the statement of a claim through evidence; skills that will be crucial for success on the new Global History exam.

## GOAL 7: ESSA

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### Method

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### Results and evaluation

Tapestry's ESSA status has not been released for the 2017-18 or for previous school years.

### Additional Evidence

Tapestry's ESSA status has not been released for the 2017-18 or for previous school years.

**Accountability Status by Year**

Year	Status
2015-16	N/A

2016-17	N/A
2017-18	N/A

## APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Absolute Measure

**Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.**

### Method

The high school parent satisfaction survey was first developed in 2007, with input from the Principal's Advisory Group comprised primarily of parents, with some student and faculty representation. Areas of interest included parents' impressions of administration, instructional quality, school safety, school culture, and the overall high school program. At that time, there was interest in developing a measure that was short and simple enough to be completed quickly at the time of December Student Led Conferences (SLC), after the first trimester report cards, when parent attendance was very high, with opportunity in the survey for anonymity as well as an option for free response comments. The participation each year had been reasonable for an anonymous survey, but improved with the transition to a computer-based format completed while parents/guardians were at school for family conferences.

### Results

In the 2017-18 year, the participation in December SLCs was about 97 percent as demonstrated through presence at school for this lengthy student conference meeting. The survey was administered after the conference, as in past years, with similarly positive results, reflecting a very strong level of parent involvement in school and satisfaction with all aspects of the school program, as indicated below.

**2017-18 Parent Satisfaction Survey Response Rate**

Number of Responses	Number of Families	Response Rate
488	639	76.4

### 2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter High School	96.9
Overall impression of instructional quality	97.5
Overall impression of school safety	94.4
Overall impression of school culture/atmosphere	94.4
Recommend Tapestry Charter High School to a friend or family member	95.8

## Evaluation

The response rate was positive with the Survey Monkey computer format survey administered on laptops provided by Crew leaders during the Student Led Conferences. The highest percentage of parent satisfaction came from their impression of overall instructional quality at 97.5% stating that they were satisfied with the instructional quality of the school. It was encouraging to have a strong endorsement of parent satisfaction with the various aspects of the program.

Goal S: Absolute Measure

**Each year, 90 percent of all students enrolled during the course of the year return the following September.**

## Method

Tapestry uses the Powerschool platform to track student attendance and enrollment.

## Results

There is relatively little student transience and the accountability goal was surpassed with a retention rate of 95%. This is 6% higher than last year's retention rate of 89%. The school counselor or a member of the administrative team has contact with each individual who leaves in order to ensure a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts were made to intervene for a more positive outcome. It should be noted that several students each

year move out of the Buffalo school district, into local districts with more highly regarded school services, and have chosen to continue enrollment at Tapestry.

### 2017-18 Student Retention Rate

2016-17 Enrollment	Number of Students Who Graduated in 2016-17	Number of Students Who Returned in 2017-18	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
310	71	227	95%

## Evaluation

Tapestry met this accountability measure with a retention rate of 95%. This surpasses last year’s retention rate of 89%. This speaks to the high quality program we have at Tapestry and the satisfaction of our K-12 families.

## Additional Evidence

Tapestry’s historical retention rate is extremely stable. This year it was at 99%.

Year	Retention Rate
2017-18	99

Goal S: Absolute Measure

**Each year the school will have a daily attendance rate of at least 95 percent.**

## Method

In Tapestry Charter School 6-12, students’ first period or home-room teachers enter absence or tardiness using the computer-based PowerSchool attendance tracking system. In the K-5 building, this occurs with the student’s classroom teacher at the start of the school day. In each building, students arriving late to school are buzzed in and are required to sign in with the late-sign-in table or the front desk secretary. Changes or corrections are reported to the front office.

## Results

The average daily attendance rate in grades 1-8 is over 94% for all grade levels. The grades with the greatest average daily attendance rate is 5th, 7th and 8th with 95.4% average daily attendance.

### 2017-18 Attendance

Grade	Average Daily Attendance Rate
1	95.2
2	95.2
3	94.7
4	94.4
5	95.4
6	95.2
7	95.4
8	95.4
Overall	95.1

## Evaluation

Tapestry met this accountability goal. In all grade levels 1-8, average daily attendance rates are at least 94.4%. This is an increase over last year when the lowest daily attendance rate for any grade level was 93.5%. Daily attendance peaked in grades 5, 7 and 8 with 95.4% on average. Overall there was a 95.1% average daily attendance rate in grades 1-8.

## Additional Evidence

Year	Average Daily Attendance Rate
2015-16	95
2016-17	95
2017-18	95.1