



Tapestry Charter School
2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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Eric Klapper has served as the Executive Director since 2016.

SCHOOL OVERVIEW

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.

Tapestry Charter School made its debut in 2001 as a K-4 school. Although it was initially a small intimate program for parents seeking a different schooling experience for their children, Tapestry has grown one grade per year until 2010 when we had completely expanded to a K-12 school. Our 2019-2020 school year enrollment of 972 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 24% of our students are white, 54% are African American and 13% are Hispanic /Latino. 72% of our students come from economically disadvantaged families, and 11% receive special education services. Our increased ESL population from previous years is reflective of the growing number of new immigrants in our city.

For the 2020-2021 school year, Tapestry is proud to report that for the first time in our school's history we will have a rectangular model of enrollment. This means that there are at least 80 students in every grade level K-12 so that a student who enters the Tapestry family in kindergarten can stay with Tapestry until they graduate. This process began during the 2017 - 2018 school year, when kindergarten and fifth grade grew to 80 students each and that growth continued as those students moved on to the next grade level. For the 2018 - 2019 school year seventh and eighth grade also expanded to 80 students per grade level. We have expanded our K-5 program every year to accommodate this rectangular model of enrollment and with the final expansion of third and fourth grade this year we will be fully expanded.

Tapestry prides itself on several key design elements, including rigorous real world learning, a school culture of caring, ongoing professional development and shared leadership. These key design elements are reflected in our annual work plans that we have been creating and modifying since 2014. Throughout the 2019-2020 school year, we have worked to solidify our strategic plan and make progress towards our goals despite the disruption to daily instruction due to the COVID-19 pandemic. We are particularly proud of how we used our shared leadership structures to empower our teacher leaders to take ownership in this situation and continue our students' education by any means necessary.

For the 2019 - 2020 school year, Tapestry Charter School worked with our school designer from 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

These pillars provided us with the framework around which we have worked to create a common vision and measure our progress, examine data and provide professional development to our staff. As a part of our school work plans, we developed measurable goals and action steps to achieve these goals. These goals and action steps were communicated to all stakeholders and formed the foundation of our professional development. Although we will have shifts for the 2020-2021 school year due to the COVID-19 situation, these pillars remain the same.

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In March 2020, our school made a dynamic shift as we moved our dynamic in-person educational program online due to the COVID-19 pandemic. As can be found in more detail in our [remote operations plan](#), all teachers in grades K-12 created google classrooms from which students participated in both asynchronous and synchronous learning experiences. Online tools such as amplify science, raz kids, starfall, IXL, Khan Academy, Storytime Online and Castle Learning were among some of the tools we utilized to engage students in content and assess their learning. All of our teachers' plans were documented through unit and lesson plans that were checked on a daily basis by instructional coaches and administrators.

In order to ensure equity of access among our students, we provided students in need with laptops and worked with them to obtain internet access through the use of hot spots or internet providers. Teachers, counselors and administrators performed home visits and we also had a drive thru food service program so we could ensure that all of our students' needs were met. Special education and literacy students continue to receive their services, but these were performed online instead of in person.

We maintained important community building structures such as student-led conferences, community meetings and crew. Crew teachers hosted live zoom crews on a daily basis in K-5 and in the upper grades checked in with each student every week. Grade level teams and departments met on a weekly basis, with parents receiving daily communication from principals and teachers. Now that it is August 2020, we are actively working on our [reopening plan](#), and hopeful for the upcoming year.

The table below shows the school's enrollment as of BEDS day 2019.

ENROLLMENT SUMMARY

Below is Tapestry Charter school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2018-19	80	76	52	53	52	80	81	78	81	85	84	81	75	958
2019-20	80	78	78	52	52	80	80	80	80	87	82	77	98	988

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 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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 and acceptable exit reasons: <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 and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th 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 th
2017-18	2014-15	2014	73	1	72
2018-19	2015-16	2015	75	0	75
2019-20	2016-17	2016	79	1	78

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 9th grade. Students enrolled for at least one day in the school after entering the 9th 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 home schooling 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 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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)

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2017-18	2014-15	2014	71	5	76
2018-19	2015-16	2015	75	1	76
2019-20	2016-17	2016	77	1	78

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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)
2017-18	2013-14	2013	0	0	0
2018-19	2014-15	2014	1	0	1
2019-20	2015-16	2015	2	1	3

PROMOTION POLICY

Due to the COVID-19 school closure, Tapestry Charter School converted to exclusively online learning from March - June 2020. While final state exams and Regents exams were cancelled, students who met the standards assessed in the provided coursework, were granted the course and/or diploma credit. Teachers were encouraged to use their professional discretion, as well as strong assessment practices to determine if a student was ready to be promoted to the subsequent grade.

In grades 6-12, teachers continued with our percentage grading scale, coupled with comments on report cards and progress reports. In grades K-5, teachers continued with our standards based grading methods which were modified based on standards taught during online instruction. Core academic subjects in all grade levels include math, science, social studies, ELA, and arts.

Promotion Requirements specific to high school students are:

- 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, Common Core Geometry, Common Core Algebra 2, Advanced Algebra with Financial Applications and Pre-Calculus. We 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 an 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.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

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.

RESULTS AND EVALUATION

For the 2018-2019 school year, Tapestry Charter School met the goal 1 leading indicator that at least 75% of students will earn the credits necessary for graduation. We have in fact improved our percentage from the previous two years, as we had 90% promoted in 2017, 94% promoted in 2018 and now 95% promoted in 2019. Despite the uncertainty of the year and all of the changes facing our students, increasing by 1% from the previous year and 5% from two years ago are proof that the safeguards that we have in place to ensure that students are earning their credits are working.

Some of these safeguards include the intentional use of our special education and literacy specialists who provide the small group interventions needed to ensure all students are earning their course credits. It is rare for a high school to employ a literacy specialist, but Tapestry has two literacy specialists whose job it is to ensure that struggling readers gain the skills they need to access course material. They work in many capacities, including co-teaching in literacy heavy classes such as Global and Living Environment and in small group instruction using resources such as NEWSELA and the results of NWEA MAPS assessments.

Tapestry’s success with this accountability goal can also be attributed to our understanding of equity as it relates to flexibility with students to demonstrate their understanding. Tapestry is proud to offer its students many opportunities to obtain course credit such as a summer school program that is held both at Tapestry and at Buffalo Public Schools for students who have not yet met our expectations. This year, even in the midst of a pandemic, we offered a robust virtual summer school program and many students took advantage of this to get their course credits. 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. ^[L]_[SEP]

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. We have used the parent portal for several years now so that parents and students know exactly where they stand with assignments at all times. We have home mailing of report cards four 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. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course, however our students often continue challenging these exams until they have been mastered.

Tapestry Charter School has met this measure for both the 2018 and 2019 school years.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	81	94

2019	82	95
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ADDITIONAL EVIDENCE

A robust summer school program, taught by Tapestry’s own teachers is a key to ensuring that we have high course promotion rates. Despite the pandemic, 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. Typically, students are 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. This year however, we also took on this challenge remotely to ensure that all students could obtain course credits. Despite the fatigue that we all felt from four months of online teaching, our teachers and over 50 students persevered to ensure even more students obtained their course credits.



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.

As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

Tapestry met 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. While we failed to meet this measure last year, the COVID waiver on Regents exams based on course credit can help to account for this 46% increase for the 2019-2020 school year.

Despite meeting this measure for this school year, Tapestry High School takes pride in accepting students with weak skills and transforming them into students who graduate. This takes persistence and time and we often encourage our students to challenge courses and take exams more than once rather than settle for a poor or failing score on a Regents exam. Despite historically hovering around 50% on this measure, we know that with time, our 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 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	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	81	62
2017	2018-19	80	45
2018	2019-20	81	91

ADDITIONAL EVIDENCE

One programmatic change that we have made to ensure that we are reaching this goal in subsequent years is to give our students as many opportunities as possible to take Regents exams early in their high school careers. Students in our middle school can take Earth Science, Common Core Algebra and Spanish 1 in 8th grade. Then in 9th grade students can take Living Environment and Common Core Algebra 1. This represents a change in our program because in years prior we used to have a two year algebra class for struggling students. Not only was this programmatic decision affecting this accountability measure, but it also did not have a significant impact on our students’ ability to pass the Common Core Algebra exam. Although it has taken several years, we have now changed the program so that there are no longer two tracks for passing Algebra. We provide students with targeted support and interventions throughout their Algebra experience so that they are able to pass this exam the first time.

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 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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 above the graduation goal.

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

In the 2016 cohort, 98% of students reached their graduation goal by the end of August. This is comparable to the previous years when 91% and 92% passed in 2014 and 2015 cohorts respectively. The expected level of high school completion in four years was met, as was the expected level of high school completion in five years. The continuation of effort by students into their fifth year, such that 95% have graduated in their fifth year is a point of pride for Tapestry.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	76	91
2015	2018-19	76	92
2016	2019-20	81	98

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	78	95
2014	2018-19	76	92
2015	2019-20	76	95

ADDITIONAL EVIDENCE

Tapestry has maintained a steady graduation rate of above 90% for every year in its history. The 98% graduation rate among the 2016 cohort is 6% higher than the previous year. Although we did not meet this measure last year, this year we are happy to report that the 95% graduation rate for students in five years meets this accountability goal.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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

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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.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Prior to the 2015 cohort, Tapestry did not have any students pursuing an alternative graduation pathway. As such, this is only our second year of having students pursue the alternate pathway and 3 out of four students who took these exams passed, giving us a 75% passing rate and meeting this accountability measure. We are proud of our students and guidance staff finding every possible avenue for students to challenge themselves through pathway exams.

Percentage of the 2016 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 = $[(b)/(a)]*100$
Earth Science	3	2	67
Geometry	1	1	100
Overall	4	3	75

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	N/A	N/A
2015	2018-19	76	3
2016	2019-20	78	4

ADDITIONAL EVIDENCE

Prior to the 2015 cohort, Tapestry did not have any students pursuing an alternative graduation pathway. We have met this measure for the second year in a row and we expect the number of students pursuing these pathways to increase in coming years.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While Tapestry Charter High School has always reached the majority of its graduation goals, this is the first year it has met all of its absolute and comparative graduation goals. While this can be attributed in some part to the COVID-19 Regents exemptions this year, it is more a testament to the hard work of our students and staff. Our students are gaining credits and passing Regents exams necessary to graduate on time. We are extremely proud that for yet another year we have maintained a graduation rate of above 90%.

Tapestry Charter School has successfully met both its leading indicators and absolute measures for the 2019-2020 school years. This means that we are on the right track with the programmatic shifts we are making and we will continue to grow in our academic culture. The action plan section below highlights how we will continue to push our staff and students towards academic excellence next year and in the future.

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.	Achieved
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
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.	Achieved

ACTION PLAN

At Tapestry Charter High School preparation for meeting the goal of graduating high school is intentional and begins in the ninth grade. The focus of our small school is knowing each student well and ensuring that they have the resources they need to succeed during their four years of high school. All students engage in course work that is rigorous and prepares them to meet and often exceed the graduation requirements for high school.

Increasing our graduation rate and college and career readiness is a benchmark we are continuously trying to improve upon. This begins with target support in the 9th grade and continues throughout students four years at Tapestry.

In 9th grade we regularly receive a large cohort of students that are from outside our charter district. Those students enter our doors performing at a variety of skill levels. We intentionally increase support in the 9th grade in order to provide the scaffolding students need. All ninth grade ELA classes and Algebra classes are co-taught to increase support in content areas in which our students have skill gaps. In addition this year we increased our support utilizing a co-teaching model in Living Environment as well. Ninth grade students have additional support through small group literacy instruction as well as after school academy time with their 9th grade teachers. As research indicates, ninth grade is a clear linchpin year that requires a focus on every student each day.

In tenth grade we continue those supports through an RTI block where students can choose to enroll in an ELA elective, a computer skills elective or are placed in small group literacy or small group honors programming. This model ensures that every student is met where they are and will continue to grow in their literacy skills.

For the first time this year we continued our literacy instruction in the 11th grade addressing a skill gap in a cohort that has traditionally needed more support to reach their graduation goals.

By the time students have reached their senior year they are incredibly close to their goal of graduation but often ready to be done with school. Our model of having small group Crews meet each day is essential in keeping students on track to graduate. Our senior Crew leaders hold graduation intervention SLC's, they track daily student attendance, they know what each of their Crew students need to graduate, they communicate regularly with parents and families and are essential in keeping our students focused on reaching the finish line. This became particularly important this year as we finished our school year virtually. Many of our seniors struggled to continue instruction remotely. Many worked essential jobs, cared for family members and struggled to pay bills. Our Crew leaders continued to reach out and connect on a weekly and often daily basis with students and families. This individual care of each student is the true reason our students continue to meet their graduation goals.

In addition to the social emotional and skill supports we offer students we have continued to offer students the opportunity to pass regents exams(or earn regents exemptions this year) through thoughtfully designed courses that approach regents material in new ways. For example, for students entering grade 11 who have not yet passed a regents science exam we enroll them in Environmental Science which takes a hands on, project based approach to the content of the Living Environment exam. This approach with a smaller group setting has proved to be successful in getting our students past the difficulty in passing a science exam.

During the 2019-2020 school year we focused our professional development on creating standards aligned curriculum and assessments. This focused work resulted in revised curriculum maps and unit plans for each regents course. As we look to 2020-2021 we will build upon our work on curriculum with a renewed focus on project based learning. We know that when students explore real world questions

with real world connections through authentic assessments they engage and perform better. Now that our teachers have a firm understanding of their standards and what they are teaching we can focus on the best practices of how we teach.

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

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.

Tapestry Charter School has a college-bound culture that prepares all students to attend two and four year institutions of higher learning. This begins in 9th and 10th grade with college visits and we focus on academic achievement for all students. We have intentionally designed and scaffolded crew units that allow students to learn more about themselves as learners and explore their areas of strength and interest. Then in 11th grade, in addition to these yearly college visits, students attend college fairs and take a class called Junior Seminar that is focused on preparing students with the skills they will need to develop for their senior year, college and beyond. This college level course is provided as a dual enrollment course through Erie Community College and is mandatory for all juniors. Among other goals for the course, students design short-term and long-term goals based on attitude, interest and resources and create realistic time/task management schedules and use them effectively in fulfilling short-term and long-term goals.

During their senior year, students work closely with the Guidance counselors by taking a mandatory course called Senior Seminar. In this course, students write college essays, fill out college applications and learn how to apply for financial aid. We celebrate students as they are accepted into college through announcements over the PA and a college march where students are celebrated by their peers in the middle and high school.

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;
- 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 indicators, and the overall percentage achieving any indicator.

Tapestry Charter School is proud to partner with local colleges and universities to provide our students with many dual enrollment college level courses. We offer our students the following opportunities to take college courses while still in high school.

- **Math**
 - Pre Calculus - Through a dual enrollment program with Erie Community College
 - Algebra 2 (MAT 125) - Through a dual enrollment program with Erie Community College
- **Science**
 - AP Biology - Through a partnership with the College Board
- **Social Studies**
 - AP Government and Politics - Through a partnership with the College Board
- **Computer Science**
 - AP Computer Science Principles - Through a partnership with the College Board
- **Spanish**
 - Spanish 4 - Through a partnership with SUNY Buffalo State
 - Spanish 5 - Through a partnership with SUNY Buffalo State
- **Art**
 - Drawing and Painting - Through a partnership with Erie Community College
- **ELA**
 - ELA 12 - Through a partnership with SUNY Buffalo State
- **College and Career Readiness**
 - Junior Seminar - Through a partnership with Erie Community College

RESULTS AND EVALUATION

Tapestry did not meet the 75% college preparation goal for the 2019 - 2018 school year. However, we are continually on the right path to achieving this goal with a percentage of students taking college courses that is higher than ever in Tapestry’s history. We hope to during the 2020-2021 school year.

Tapestry Charter High School had 63% of our students demonstrate college preparation last school year. However, it should be noted that we were at 55% last school year and 31% the year before. This means that since the 2014 cohort, we have increased the number of students demonstrating college preparation by 31%. We have increased this percentage by 8% from the previous year. We are continuing to address the needs of our students by adding more college courses than we ever had before. These include two college level Spanish courses, two college level math courses, a college level art course, college level ELA course, a College Success Skills course called Junior Seminar, AP Biology, AP Government and Politics and AP Computer Science principles. For the 2020-2021 school year we are adding a Western Civilizations Social Studies course through Erie Community College. 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 2016 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
College Level Courses	78	49	63
Regents Diploma with Advanced Distinction	78	19	24
Advanced Placement	11	5	6
Overall	78	49	63

ADDITIONAL EVIDENCE

Although we did not meet this absolute measure goal, Tapestry is proud of the growth that we are making towards this goal and we are confident that we will attain it for the 2020-2021 school year. To increase the percentage of graduates who achieved the indicator by 31% in two years shows a commitment to increasing the rigor of our academic program. It takes time to shift a school’s culture from one of mediocrity to one of high academic achievements, but that is what we are seeking to do.

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. We are continuing the work that we started in 2017 by revising our Honors program to be more inclusive and rigorous. Every year we are adding more dual enrollment and AP courses so that students who are talented in non-traditional areas such as computer science or the arts have the opportunity to push themselves academically or graduate with an honors diploma. We have developed a pathways program so that every subject area now concludes with a college level course that students can take if they have

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successfully taken the prerequisites. However, we are also flexible in allowing even non-traditional students to take college courses with extra support provided to help them be successful.

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. We have found that students who excel with content area material sometimes still struggle with the reading and writing components of taking a college course. We addressed that need proactively through these writing enrichment courses that are taught by our high school librarian who is also a certified ELA teacher.

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. For the 2019-2020 school year, Tapestry added AP Biology, AP Government and Dual Enrollment “College and Career Success Skills” as an elective. This means that in the span of three school years, we went from offering our students with zero in-school dual enrollment opportunities to now ten dual enrollment and AP level courses. We will continue to expand upon these offerings every year, including adding College Calculus for the 2020-2021 school year.

Tapestry is also paying close attention to the student demographics of those taking college level and AP courses. The tables below show that breakdown. While we still have work to do, we are proud of the fact that in most cases, the demographics of our advanced courses mirrors that of the school.

Total Student Demographics in Grades 11 and 12	PreCalculus Demographics (19 total students)	AP Politics and Government Demographics (13 total students)	AP Biology (18 total students)
48% Male	37% Male	54% Male	39% Male
54% Female	63% Female	46% Female	61% Female
63% Black	63% Black	77% Black	61% Black
21% White	26% White	15% White	22% White
3% Asian	5% Asian	0% Asian	6% Asian
13% Hispanic	5% Hispanic	8% Hispanic	11% Hispanic

The table below shows the demographic breakdown of Advanced Regents diplomas earned by the class of 2020 as compared to the demographics of the class of 2020. We are proud that that the demographics of our students earning advanced regents diplomas mirrors that of our school population.

Class of 2020 Demographics	Advanced Regents Diplomas earned by the Class

	of 2020
49% Male	32% Male
51% Female	68% Female
63% Black	53% Black
15% White	26% White
3% Asian	5% Asian
14% Hispanic	16% Hispanic

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The percentage of graduates enrolled in college for the 2016 cohort is not yet available. We anticipate that the matriculation rate for the 2016 cohort will be available in November or December 2019.

During the 2015-2016 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 met or exceeded the measure of 75% or more students matriculating in 2 or 4 year schools for both the 2014 and 2015 cohorts. We anticipate similar results for the 2016 cohort.

Matriculation Rate of Graduates by Year				
Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2014	2017-18	69	52	75
2015	2018-19	70	60	86
2016	2019-20	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Tapestry Charter School increased its matriculation rate by 11% from the 2014 to the 2015 cohorts. This can be attributed to our increased focus on college preparation as evidenced through the gains we have made in this absolute measure. By exposing our students to college coursework before they graduate from high school, and providing the support that they need to be successful in these endeavors, we hypothesize that more students enroll and attend college when they graduate.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry was successful on one of two of its absolute goals for the 2019-2020 school year. This is largely due to the fact that Tapestry has worked diligently over the past couple of years to increase the rigor throughout the high school. This includes the college level courses that we are offering and the junior and senior seminar courses that are specifically designed to prepare students for college. We have started offering both the PSAT and SAT during the school day to eliminate barriers our students have in regards to time and transportation. 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 support that we offer to them through our special education and literacy teachers.

Our students enthusiastically participate in college visits beginning during Freshman year. We ensure that all students have strong relationships with our school counselors and that they take courses to learn how to navigate the college application process. We are 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	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
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

College preparation begins in the 9th grade and intentionally continues throughout the four years of high school to ensure students are not only ready for college and career but are prepared to navigate the complexities of the college application process. In the 9th grade students are introduced to the college application process through college days built into the calendar where students visit a college campus, complete career inventories and start goal setting and vision planning for their future. By tenth grade students continue this process through an additional college visit as well as work on their resume as guidance counselors push into Crews in order to facilitate conversations around the college admissions process. In eleventh grade all students are enrolled in a junior seminar course which is available for college credit. This credit bearing class gives students experiences that will directly benefit them as they move towards graduation. This includes working through online learning platforms such as Blackboard and interviewing skills.

In addition we offer as much support for students as possible as they navigate through PSATs, SATs, college applications and financial aid. We host the PSAT at Tapestry each year for our tenth and eleventh grade students. In the spring we host the SAT for our 11th graders which provides comfort and consistency for students as they take this high stakes test.

During students senior year all seniors participate in a Senior seminar course which walks students through the entire application process. Students work on applications, essays and asking for recommendations with their guidance counselor. They set up accounts in Naviance and discuss scholarship opportunities. We have a partnership with Say Yes Buffalo that provides us with informational nights on the SayYes scholarship opportunities. We also have a partnership with Buffalo Prep which is a local organization that prepares students for college. We also host a financial aid night for families which is incredibly important and informative in navigating that complex process.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: English Language Arts

BACKGROUND

K-5 Background

Tapestry Charter School K-5 began the 2019-2020 school year with a focus on literacy instruction with this, a couple of important shifts were made to begin the year. In kindergarten and 1st grade, the Phonics Units of Study were added as part of the tier 1 curriculum. There was also more of an emphasis placed on small group instruction and the use of data to drive instructional groups. In kindergarten and 1st grade, teachers delivered mini-lessons using the Reading, Writing, and Phonics Units of Study and then students split into small groups and centers to apply new learning and receive instruction at their levels. In 2nd grade the structure was similar, but they did not use the Phonics Units of Study. We wanted to pilot it in kindergarten and 1st grade before adding it to the 2nd grade curriculum. Our 3rd and 4th grade classrooms continued to use the EngageNY ELA modules for their tier 1 instruction. Additionally, they have an hour literacy block in which students work in small groups and independently to focus on individual skills and reading behaviors.

Our focus during the year was on creating mini-lessons for that hour supplemental block so that independent reading would be more purposeful each day. We wanted students to be able to apply new learning and share out after independent reading and guided groups. In 5th grade, the classes are departmentalized. For ELA, the teachers had a 90 minute reading block and a 45 minute writing block. They continued to use the EngageNY ELA modules for tier 1 reading instruction and modified writing units based off of the Writing Units of Study. The focus in 5th grade during the year was on instructional strategies to engage all students, as well as adding a small group and independent reading component to the block.

Staff professional development for the first trimester was centered on the Mastery of Knowledge and Skills domain of our work plan. The targets that we addressed were:

- I can ensure that curriculum, instruction & assessments are rigorous, meaningful, and aligned with standards through purposeful planning
- I can collect and use meaningful data to track progress towards learning goals and support instruction.

Each grade level band focused on the instructional shifts that they were making. In grades K-2, we worked on planning for the 90 minute literacy block and including a mini-lesson on reading and phonics, doing some guided practice, and then having students apply new learning in centers and guided reading

groups. In grades 3 and 4, we worked on planning for the 60 minute supplemental reading block. We planned mini-lessons and developed thoughtful ways for students to apply new learning independently, with partners, or in guided reading groups. In addition, we created several assessments to check for understanding on targeted standards, and used the results to adjust instruction. In 5th grade, we worked on student engagement. We defined student engagement and looked at instructional strategies to engage a diverse group of students. During our sessions, we planned lessons that incorporated small group work, chunked text, and discussion protocols.

Beyond tier one instruction, we added Reading Recovery as an intervention during the 2019-2020 school year. All three of our literacy specialists received training in Reading Recovery throughout the year and went “behind the glass” for lessons to receive instructional feedback from their colleagues and coach. Each of our specialists took on four 1st grade students in the first half of the year for Reading Recovery. This added an excellent early intervention component to our program. Additionally, our literacy specialists were able to turnkey some of the new learning and training that they received to our staff, which gave our teachers more strategies to support tier 2 students in small groups.

As we shifted to remote learning, we developed a framework that allowed students to receive instruction and apply their learning as similarly as possible to our classroom structures. In grades K-4 we built a daily schedule that included a literacy block, a writing block, and an expedition block. For the literacy block teachers recorded or posted a video mini-lesson on a comprehension skill or phonics skill. Then students had a menu of activities that they could do each day based on the Daily 5. They could read to self, listen to reading, or read to someone using RAZ Kids. They could write about reading by doing a task that matched the mini-lesson. Finally, they could do word work through an activity created by the grade level or on IXL. The online expedition portion of the schedule also integrated reading and writing, primarily using content based text or assignments. Finally, the writing portion of the schedule typically included a quick mini-lesson or a model along with a task to have students practice a specific genre of writing. For 5th grade, the teachers used Google Classroom to assign reading and writing tasks. They continued to plan by modifying their ELA module instruction. Students read complex text and watched recorded mini-lessons. Then they used Google Docs to write, and submitted assignments to teachers. They also had an opportunity to practice reading comprehension using Read Works or RAZ Kids and completing quizzes based on articles and stories.

Our literacy specialists continued to provide 1 on 1 interventions for their second group of Reading Recovery students, as well as other students considered tier 3 in all grade levels. They met with these students online for a half hour each day from 2 -5 days a week. During the meetings they used the Rigby PM eCollection readers or the Literacy Footprints Digital Readers to conduct guided reading lessons that addressed targeted needs for their students.

6-8 Background

For the 2019-2020 school year, the Engage Modules were used as the basis for the middle school ELA curriculum. In addition to the ELA class, students also received an additional class called Expeditionary Literacy which focused on the informational text ELA standards. We created the curriculum for this course based on the needs of our students as exhibited through their 2019 NYS ELA assessment results. Throughout the year, EL’s school designer and instructional coaches met with the ELA and Expeditionary Literacy teachers to unpack the modules and facilitate lesson development. In the fall, all ELA teachers engaged in a lesson study cycle that focused on learning targets, checks for understanding, and reading/writing assessment structures.

As students transitioned to remote learning, the Engage NY modules continued to be implemented. During the first week of closure, students were given hard copies of the anchor text and access to digital and/or auditory versions. Teachers used google classroom as the platform for remote learning. Module lessons were adapted into power points with teacher videos to guide students. Google forms were used to assess students' comprehension of texts and rubrics were created to evaluate students' performance tasks at the end of the modules. The instructional coaches continued to provide weekly feedback on the usage of google classroom and offer suggestions to allow for clear alignment in the ELA department.

METHOD

K-5 Method

During the 2019-2020 school year, we used a number of assessments to evaluate student achievement in ELA and to drive instruction. Grades K-4 used the Fountas & Pinnell benchmark assessment to assess student reading behaviors and determine reading levels for grouping students. Typically those are administered three times a year, but were only administered twice this year because of the early closure. Grades 1 - 5 administer the NWEA MAP Growth assessment in the fall, winter, and spring. This year we only got through two administrations because of the early closure. This is a norm-referenced, computer adaptive assessment that shows specific strengths and challenges for each student based on ELA standards. It also provides a growth measure that can be compared to national benchmarks. Grades 2-5 also administer two interim assessments each year, in addition to the state test in grades 3-5. This year we were able to complete both interim assessments, but the state assessment was cancelled. All of this data can be found at [this link](#) and summarized in the tables below.

Beyond the benchmark assessments and summative assessments that are given for throughout the school, there are other ongoing assessments that are used as checks for understanding and tools to drive instruction. In kindergarten and 1st grade, sight words are assessed throughout the school year. In kindergarten, letter ID and letter sounds are also assessed continuously to support guided reading instruction and track student progress. In grades 3-5, mid module and module assessments are given to assess specific standards in each unit of the ELA modules. This year, our 3rd and 4th grade students also completed short ELA assessments to check for understanding of the skills that were taught during the literacy block. Additionally, all grade levels use anecdotal notes, running records, and writing samples to continuously monitor students' reading and writing progress.

6-8 Method

For the second year, NWEA MAPS assessments were used to determine students' achievement and growth in reading. Students' scores in September were used at the base score and compared to the December results to determine the percentage of students reading above the 50th percentile as well as percentage of students that met or exceeded their growth goal. In both September and December, students' results helped determine who qualified for tier 2 and 3 literacy intervention with either the ELA teacher or literacy specialist.

In addition to using NWEA MAPS, students were also given interim assessments in October and February. Working with the ELA department head, teachers created interim exams using released New York State assessment passages and questions aligned to the New York State standards. These interims were vetted by either an instructional coach or the Director of Curriculum, Instruction and Assessment to ensure that they were rigorous and aligned to standards. We used a data processing platform called eDoctrina so that we could evaluate where our students excelled and struggled with specific standards

and on specific types of questions. We used that data to inform whole school and department professional development on specific literacy strategies.

RESULTS AND EVALUATION

Despite the fact that there were no state assessments, Tapestry students in grades K-8 exceeded our internal targets of growth scores on the NWEA assessment. Tapestry Charter School began administering the norm-referenced test, NWEA during the 2018-2019 school year. This measure is based upon the universal screening tool and typically is administered three times per year to students in grades 1-8. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions.

Beginning last year, we set a goal for ourselves that each year at least 25% of our students would meet their literacy growth scores on the NWEA reading assessment. Although we only were able to give the NWEA twice (once in the fall and once in the winter) you will see that in every grade level over 40% of our students met their growth goals, with the highest percentage of growth in the middle school. This is a testament to the curriculum changes and work of our teachers in the first half of the school year. Although we were not able to assess our students again in June, we would predict that we would have continued to see students on this trajectory with even more students meeting with even more meeting their growth goals.

FALL 2019-WINTER 2020 NWEA GROWTH GOAL PERFORMANCE BY GRADE LEVEL				
GRADE LEVEL	NUMBER TESTED	OBSERVED GROWTH	PROJECTED GROWTH	PERCENT MET PROJECTION
1	75	10.8	10.7	49
2	76	8.5	9.5	43
3	52	5.3	7.4	42
4	50	2.5	5.4	40

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5	79	4.1	4.2	51
6	80	4.1	3.3	56
7	80	3.5	2.5	55
8	77	2.2	1.8	57

WE ALSO SAW GROWTH WHEN COMPARING THE RIT SCORES OF OUR STUDENTS IN FALL 2018 TO OUR RESULTS FROM FALL 2019. WHEN LOOKING AT THE CHART BELOW ON A COHORT BASIS, MOST COHORTS' RIT SCORES IMPROVED FROM FALL 2018 TO FALL 2019.

FALL 2018-FALL 2019 NWEA MEAN RIT SCORES BY GRADE LEVEL		
Grade	Fall 2018 Mean RIT Scores	Fall 2019 Mean RIT Scores
2	154.2	175.4
3	174.1	185.8
4	187.8	198.9
5	199.4	205.3
6	201.6	206.6

7	210.9	214.2
8	212.9	219.4
9	215.1	220.1
10	212.9	213.2
11	216.9	216.2

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Despite not having a state assessment, our internal assessments, including the NWEA, Fountas and Pinnell assessments and our interim assessments provided an accurate representation of where our students were performing throughout the year. We implemented a new Reading Recovery program in first grade to assist those students who were identified as struggling readers early on, so that they would be able to perform on grade level with their peers. When comparing both cohort data and NWEA data from Fall 2019 - Winter 2020, we saw growth among our students in their reading abilities.

ACTION PLAN

K-5 Action Plan

The professional development last fall was designed to look at literacy planning and instruction to ensure that grade level standards were being addressed, plans were responsive to data, and the needs of all students were being met. In addition, the cycle focused on the consistent use of strong instructional strategies in the classroom with a focus on making sure that targets and goals of each lesson aligned with instructional tasks to allow students to apply new learning. Through that work, it became clear that there was not a coherent curriculum map for K-5, strong instructional strategies were not being used consistently for literacy instruction, and the taught curriculum didn't always match the written curriculum in each classroom. These concerns came to light during professional development sessions, through shared planning documents, through informal observations, and during K-5 monthly walk-throughs. The walk-through data from three months in the fall/winter showed a clear drop-off in the percentage of classrooms delivering instruction that meets the needs of all students and the percentage of classrooms that provided students with opportunities to apply new learning. These drop-offs appear to be a result of inconsistent planning and the lack of alignment between instruction and assessment.

After the initial concern about planning and instruction, a program evaluation was conducted using multiple measures of data. From there, it was determined that student achievement was inconsistent across various measures and that achievement on benchmark assessments, growth measures, and state assessments was not meeting the school goals in all grade levels.

One such internal measure that was used to guide growth was that of our internal assessments, namely our interim and F&P assessments. As you will see in the table below, there was not a great deal of growth between our November and January interim assessments. We found that students of color and those receiving special education services saw the least amount of growth.

Grade Level	November Interim	January Interim
2	33.5%	34.3%
3	43.6%	43.4%
4	52.6%	60.6%
5	71.2%	70.7%

The data that we analyzed along with the findings during our professional development cycle helped us conclude that we needed to develop long-term ELA curriculum maps for each grade level. Across the K-5, these maps should be coherent so that skills taught and instructional strategies used, build off of one another. There also proved to be a need to better define and align assessments. Much of this work will be done over the summer and into the fall. Then our focus will shift to equity in instruction and providing appropriate interventions. Most of our overall achievement data on benchmark assessments has remained consistent, but our gaps between struggling readers and on/above level readers continue to grow. We anticipate that those gaps will be even wider returning from an extended school closure. Aligned curriculum maps, ongoing assessments, and clear interventions will allow us to better use data to make instructional decisions and focus on matching instruction to the needs of subgroups. Our goal will be to be more data driven and close the achievement gap between our struggling readers and our on/above grade level readers, while moving all students forward.

6-8 Action Plan

For the 2020-2021 school year, teachers will continue to use the Engage modules for their core curriculum. However, students will now have ELA lab as an every other day class instead of Expeditionary Literacy. Modeled after EL’s ALL Block curriculum and a reader’s and writer’s workshop model, students will engage in biweekly center rotations focused on five key areas of literacy instruction (independent reading, work with complex text, writing, grammar, and vocabulary). The ELA Lab and ELA teacher will work collaboratively with the instruction coach each week to examine class data and student work in identifying the needs and focus for ELA lab.

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The focuses for professional development will include assessments and online learning platforms to maximize students’ mastery of the ELA standards. Teachers will analyze their curriculum to prioritize standards while also addressing gaps due to the closure.

Without state assessment data and with incomplete NWEA data, we have prioritized these goals based on students’ interim results in their ELA and Expeditionary Literacy classes during the 2019-2020 school year. Due to the structured format of these interims, we are able to see those exact standards that students are struggling with. These will only be exacerbated by the 2020 school closure and will be the focus of our professional development efforts in the upcoming year.

	Percent of students with a score over 75%	ELA Interim	Expeditionary Literacy Interim
6th Grade	Fall	57.50%	25.30%
	Winter	36.70%	43.58%
7th Grade	Fall	38.60%	20%
	Winter	23.37%	20.77%
8th Grade	Fall	37.50%	No Expeditionary Literacy Class
	Winter	29.2%	No Expeditionary Literacy Class

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 the Regents English exam that students must pass to graduate. 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). 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.

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Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Tapestry did not reach this accountability measure with the 2016 cohort as 42% reaching at least a level 4 on the Common Core exam. While this does not meet this absolute measure, it is 5% higher than the 2015 cohort. Given the teacher turnover that we have had in the 11th grade ELA position over the past few years, with a brand new teacher for the 2019-2020 school year, we are pleased with these results.

In order to provide our teachers with better data about our students’ literacy skills, we also switched our progress monitoring program from the Scholastic Reading Inventory (SRI) to the NWEA MAPS assessment. This was our second year with the program and although we have faced some challenges along the way, we see the value in the data that is derived from the program. We have implemented literacy groups for 1 on 1 targeted intervention support for our struggling readers using this data and we hope to continue to 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 Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	34	47
2015	2018-19	75	0	28	37
2016	2019-20	78	0	33	42

ADDITIONAL EVIDENCE

Although we do not have data on our 2017 cohort due to the COVID exemption, we are confident that our students will continue to achieve at least level 4 on their ELA Regents exams due to our ongoing emphasis on teaching literacy across the content areas. We have engaged our staff in professional development to encourage teachers’ use of protocols and have sought all subject areas to incorporate literacy strategies into their lessons through support from our instructional coach.

Percent Achieving at Least Level 4 by Cohort and Year

	2017-18	2018-19	2019-20

² Based on the highest score for each student on the English Regents exam

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	N/A	N/A	79	38	78	52
2017	N/A	N/A	N/A	N/A	75	COVID Exempt
2018			N/A	N/A	N/A	N/A
2019					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 the 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Tapestry Charter School has met this accountability measure, with 86% of our students scoring at least level 3 on their Regents ELA exam. This was an increase of 3% from the previous year. Tapestry has historically always met this measure, with this year being no exception.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	65	90
2015	2018-19	75	0	62	83

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2016	2019-20	78	0	67	86
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ADDITIONAL EVIDENCE

The table below shows that the percent of students achieving at least a level 3 on their Regents ELA exam by cohort and year. There was a 4% increase in the percent achieving at least a level 3 when comparing that 2018-2019 to the 2019-2020 cohorts.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	N/A	N/A	79	82	78	86
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019	N/A	N/A	N/A	N/A	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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 8th 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 49 students in the 2016 cohort 41% percent of them reached the college and career readiness standard of 75%. Although we have not yet reached this accountability measure, there has been a 14% increase in the number of students meaning this measure when compared to the previous year. Considering that we fell by 12% the year before, we are very pleased with the growth we have made with the 2016 cohort. We are hopeful that by continuing on this trajectory we will meet this accountability measure next year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	21	39
2015	2018-19	52	0	14	27
2016	2019-20	49	0	20	41

ADDITIONAL EVIDENCE

In an effort to increase our percent of students achieving level 4’s we have tried many things, including allowing the students to take the exam in January, June and in both January and June. Since we have not seen an improvement in the number of level 4’s when students have had multiple opportunities to retake this exam multiple times, we now test our students in June and encourage them to try for a higher score in August. It is very challenging to motivate unwilling students to retake the ELA Regents multiple times when they have scored between 65%-75%. While this represents a “pass” in their minds, it is not the level 4 score we need to show growth in this measure. As a result, we found that we need more students to score above 75% the first time.

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 8th 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 fourth consecutive cohort. For the 2016 cohort, 88% of students who were not proficient in the 8th grade were proficient on the Regents Common Core exam. This is a 7% increase from the previous year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	47	87
2015	2018-19	52	0	42	81
2016	2019-20	49	0	43	88

ADDITIONAL EVIDENCE

While Tapestry dipped in our performance on this accountability measure last year, we are happy to report that we have now surpassed even the 2014 cohort that had 87% of students earn a level 3 score

when they were not proficient in 8th grade. With the momentum that have built on the ELA accountability measures this year, we anticipate similar results in future cohorts.

Goal 3: Optional Measure

Each year, at least 25% of students in each grade level 9 and 10 will meet their literacy growth goal on the NWEA reading assessment.

Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *NWEA*. Students in grades 9-11 are administered this assessment two times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions. Although tested, students in grade 11 are not included in this accountability report goal because NWEA does not provide norm referenced growth goals for students beyond grade 10.

RESULTS

We well exceeded our goal with 56% of students meeting their projections in 9th grade and 47% of students meeting their growth goal in 10th grade.

FALL 2018-FALL 2019 NWEA GROWTH GOAL PERFORMANCE BY GRADE LEVEL				
GRADE LEVEL	NUMBER TESTED	OBSERVED GROWTH	PROJECTED GROWTH	PERCENT MET PROJECTION
9	63	5	3.1	56%
10	72	0	3.1	47%
11	70	0	1.7	50%

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WE ALSO SAW GROWTH WHEN COMPARING THE RIT SCORES OF OUR STUDENTS IN FALL 2018 TO OUR FALL 2019. WHEN LOOKING AT THE CHART BELOW ON A COHORT BASIS, ONE OF THE TWO COHORT'S RIT SCORES IMPROVED FROM FALL 2018 TO FALL 2019.

FALL 2018-FALL 2019 NWEA MEAN RIT SCORES BY GRADE LEVEL		
Grade	Fall 2018 Mean RIT Scores	Fall 2019 Mean RIT Scores
9	215.1	220.1
10	212.9	213.2
11	216.4	216.2

EVALUATION

AS WAS PREVIOUSLY MENTIONED, THIS WAS THE SECOND SCHOOL YEAR IN WHICH TAPESTRY USED THE NWEA ASSESSMENT IN ORDER TO MEASURE OUR STUDENTS' PROGRESS IN READING AND MATHEMATICS. WHILE WE WERE UNABLE TO GIVE THIS ASSESSMENT IN JUNE 2020 DUE TO THE PANDEMIC WE ARE STILL ABLE TO COMPARE FALL 2018 TO FALL 2019 TO LOOK FOR GROWTH. WE SAW GROWTH FROM LAST YEAR TO THIS YEAR AND WE EXPECT TO SEE EVEN MORE STUDENTS MEETING THEIR GROWTH GOALS AS THEY CONTINUE TO MONITOR THEIR PROGRESS USING THEIR ASSESSMENT.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Tapestry has shown growth in every accountability goal this year, even if we were not able to meet the absolute measures regarding students achieving at a performance level 4. We are incredibly encouraged by these numbers and proud of the work our teachers and students have accomplished, despite teacher turnover and everything that occurred with the school shut down. We will build on these successes into the next charter term.

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 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	Achieved

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	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.	
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
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
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
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.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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 th 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

The English Language Arts Curriculum at Tapestry consists of four years of ELA instruction with an option for a dual enrollment English 12 course in their senior year. In addition to students' traditional ELA classes this year we offered two ELA electives, horror literature and science fiction literature. In addition we offer an ELA tutorial for seniors who still need to pass the ELA regents exam in their senior year. This tutorial is skill based and has proven successful for our students needing to pass the exam in their senior year.

The ELA department has been working for the last two years on refining their curriculum. We have found that ELA teachers that are directly out of teacher preparation programs are not well versed in how to unpack and truly teach standards. Many college prep programs are continuing to teach their ELA students to focus on the content they are teaching and not the skills. Our ELA department has participated in extensive PD over the last year that has given them experience in unpacking the NYS Next Generation standards. They broke down the cross walk from common core and have had explicit conversations around the best approach to teaching and assessing standards, particularly in the challenging area of teaching reading in the upper grade levels. Each grade level has some autonomy in what content they are teaching but all of our teachers plan many cross-curricular units of study with the social studies or science departments.

When the ELA department transitioned to remote learning our teachers first and foremost ensured that connections with students were still at the forefront of everything we do. Our ELA teachers had mixed success in their approach to online learning. All of our teachers engaged in the reading of a text during their time online. Our ninth grade ELA teacher read an engaging text that all students had access to and held bi-weekly zoom sessions to complete classwork together online. This not only gave students the opportunity to receive in person help, but also a chance to connect to their peers. This teacher also facilitated a powerful zoom discussion in the wake of George Floyds murder. She invited all of the ninth grade teachers as well and it was an example of how important it is to connect, talk and listen to our students around issues of social justice.

Our twelfth grade teacher used the opportunity to engage seniors in journaling. As part of their assignments they were asked daily to respond to prompts around COVID-19. Their reactions were powerful, thoughtful and critical for all of us to hear. Teaching the important skills of ELA online was challenging but our teachers adapted by keeping their curriculum relevant, accessible and scaffolded so all students could learn.

As we look to the 2020-2021 school year we will continue to focus both on what and how we teach. While we have a strong variety of texts taught over the course of four years, this summer our English department will continue to review their text selection to ensure a variety of text sare read over the course of four years properly representing both canonical literature as well as women writers, Black writers, and underrepresented subgroups in literature.

In addition we will focus our staff professional development around project based learning. We know that students learn best when they are engaged in real world issues and have authentic tasks to complete. We also firmly believe that project based learning is a best practice when looking at hybrid school year. If students have the opportunity to be in school for portions of the week and we can engage them in skills based lessons grounded in engaging essential questions and with authentic work then we believe we will see increased engagement and skills.

With the return of the New York State regents exams in flux we have a renewed focus on crafting unit plans that are aligned to standards but grounded in social justice issues. We believe that a focused and thoughtful approach to teaching the standards (without teaching to a test) will not only increase student skill levels but will also prepare them for an eventual return of a standardized exam.

In addition this year we will continue to administer the NWEA assessment for grades 9/10. This data provides targeted information on students' skills in order to address cohort gaps, create flexible groupings and provide additional literacy support in small group instruction.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 4: Mathematics

BACKGROUND

K-5 Background

The curriculum for the 2019-2020 school year stayed the same as the previous year. Grades kindergarten through fifth grade continued to use EngageNY modules for tier 1 instruction. The modules supported pacing and the strategies presented and used by students to meet Common Core Mathematics Standards in a logical progression of concrete to pictorial to abstract. The mathematics coach continued to meet weekly with grade levels to dive into the following weeks' lesson targets, assessments and how to use data meaningfully. Guided Math was implemented by all teachers in the K-5 building during the 2018-2019 school year. As part of our Mastery of Knowledge and Skills domain of our work plans, we continued to refine our guided math practices and broaden the lens of instructional vehicles (Guided Math, Inquiry, Direct Teach, etc.) used within the math classrooms to meet our target, "I can ensure that curriculum, instruction & assessments are rigorous, meaningful, and aligned with standards through purposeful planning school-wide target.

The exploration of various instructional strategies was embedded in weekly grade level math meetings by the math coach as discussions occurred about each lesson and the objectives. Teachers also had the opportunity to observe peers using different lesson formats, co-teach with the math coach and/or plan sessions with the math coach using the various instructional formats. The third trimester Teacher Learning Cycle was planned to be a more in-depth look of purposeful planning for math instruction. Due to our sudden closure, we prioritized the needs of our teachers and students and changed our professional development to explore web-based video conferencing tools, virtual learning options and online data collection. This Teacher Learning Cycle was rewritten into the work plan for the 2020-2021 work plan as we know the importance and benefit it will have on teachers and students.

Tier 2 math instruction was created through small group explicit teaching based on the tier 1 core instruction. Small group instruction was data driven by formative and summative data and followed the concrete to pictorial to abstract model. In grades K-4, a teacher and teaching partner split the students into 4-5 small groups. Due to having one teacher in fifth grade, tier 2 math instruction was supported by the Curriculum Director and Math Coach for four groups twice a week for 30 minute sessions. The skills worked on were data driven and discussed in the math team planning that occurred on a weekly basis to build on prerequisite skills needed for upcoming lessons as well as a pre teach. Additionally, each Fifth grade classroom had a City Year AmeriCorps member during the 2019-2020 school year. The City Year members attended math planning sessions with teachers and the math coach and were able to support teachers with stations and small groups.

Within our work plan lives the learning target "I can collect and use meaningful data to track progress towards learning goals and support instruction." To support this learning target, pacing calendars were created for each grade level before the 2019-2020 school year to time out classroom assessments, interim assessments, benchmark assessments, data dig dates for teachers and reflection time for students. Teachers were provided professional development on running and reading NWEA MAP Growth reports (our 1-5 benchmark assessments) to best inform instruction. Additionally, teachers met with the math coach following each interim assessment for a data dig. This time was spent analyzing student work, determining strengths and challenges and planning for next steps based student results.

The mid and end of module assessments were modified with teachers and the math coach to ensure rigor, standard alignment while ensuring the language was age appropriate for independent reading. Teachers continued to utilize the learning target cover pages created the previous year. The cover pages streamline standards based grading on assessments. We encourage both teachers and students to track progress toward learning goals as part of our work plan target “ I can position students as leaders of their own learning by providing students with opportunities to set goals, evaluate progress, and reflect on growth and next steps.” Thus , all classrooms in grades Kindergarten through fifth grade took part in age appropriate self reflection after all mid and end of module assessments. The self reflections focused on students using strong and weak models to analyze mistakes, how to make corrections and tracking their habits of work. Additionally goal setting was part of our benchmark assessments with grades 1-5. We use NWEA MAP Growth math assessments three times a year. This is a norm referenced assessment, computer adaptive assessment. Before each administration students set goals with teachers. After assessments were completed, students were supported with monitoring progress and revising goals.

An extension of the target “I can position students as leaders of their own learning by providing students with opportunities to set goals, evaluate progress, and reflect on growth and next steps,” was providing teachers the opportunity to engage in Math Talk professional development alongside Buffalo State Junior Participants due to an equity grant we received from Buffalo State College. This provided teachers a new learning platform to engage in with students and create low floor high ceiling productive struggle opportunities. Through Math Talks students were able to practice several social emotional competencies such as self-management and responsible decision making. Furthermore, Math Talks allowed all students to reflect on their own thinking while considering other methods students used to solve problems. Another way staff was supported with positioning students as leaders of their own learning was through after school professional development regarding various math discourse practices. During the two session professional development, staff was informed of ways to engage students in reasoning skills as well as protocols that encourage student discourse. All of the practices taught promote students to be reflective as learners while strengthening their understanding of other students approaches and strategies.

The change from in person to remote instruction was a lot of change for all parties involved; families, students, teachers, coaches. Our biggest mission was to ensure lines of communication were open at all times. As closure became apparent, teachers were supported with creating grade level google sites to house newsletters and instruction. To support teachers we created lesson plan structures for K-5 to use to facilitate consistency. All subjects were a part of the daily lesson plan and links were embedded for families. Math lessons consisted of learning targets, a recorded mini lesson or Zearn lesson followed by guided practice on Zearn or IXL. Both of these platforms were familiar with many students from earlier in the school year. Grade level teams and the math coach met to discuss pacing the meet the needs of students and time constraints due to the closure. To support families and students, “how to” videos were created to ensure everyone understood how each platform worked. Due to less face to face time with students, professional development was given to teachers to understand and analyze the data available from Zearn and IXL. The data from the online platforms were tracked by teachers weekly to gather data on student engagement.

6-8 Background

For the 2019-2020 school year, the Eureka Modules were used for the math curriculum. At the beginning of each module, teachers worked with the instruction coach to unpack the standards, build assessments aligned to the NYS assessments, and develop lessons. In November, students were then

assigned to an every other day math lab that took place during the grade level's RTI block. Working with the instructional coach, the math specialist developed a curriculum that focused on re-teaching the power standards for each grade level with a focus on conceptual understanding.

The math department met each month with administration and instructional coaches that focused on the math action plan goals.

Goal #1: Schedule and Staff Resources

- Teachers will use weekly planning time to determine different co-teaching models and differentiated support based on data. This will be documented within their weekly planning agenda.

Goal #2: Teachers will use data from exit tickets to guide planning. This will be evidenced in unit plans and the weekly planning agenda.

Goal #3: Using Summative Data

- Through the use of co-teaching, remediation and weekly review structures, 75% of all mathematics students will be proficient on unit assessments. Assessments will be at least 80% based on state released questions with no more than 20% assessing skills.

Goal #4: Teachers will use our BOCES consultant and instructional coach to utilize the [state released questions](#) database and create a curriculum that promotes problem solving and mathematical practices. This will be evidenced through unit plans and curriculum maps.

As students transitioned to remote learning, the first few weeks focused on a review of previous materials. By the 3rd week, teachers began transitioning to teaching new content using a variety of online platforms that included Khan Academy, Quizzes, and module lessons in google docs with embedded teacher videos. Formative and summative assessments were created in google forms using released NYS math questions. Weekly co-planning meetings with the math specialist and special education teacher allowed teachers to identify students struggling to complete work before creating action steps to re-engage these students. The instructional coaches continued to provide weekly feedback on the usage of google classroom and offer suggestions to allow for clear alignment in the math department.

METHOD

K-5 Method

Teachers utilized modified mid and end of module math assessments as part of the EngageNY curriculum. Each is aligned to Common Core Math Standards. Modifications ensure all standards are being amply tested and language is age appropriate. Self reflection occurs after mid and end of module assessments to support students with corrections, self reflection and goal setting.

In addition to the ongoing mid and end of module assessments, we have various other assessments we use to drive instruction. Students engage in benchmark, interim and state assessments. Due to closure, state assessments were canceled. This year we amped up our Kindergarten math benchmarks from three times a year to monthly administrations by the lead teacher. This allowed each teacher to keep a pulse on every child's progress and make necessary instructional shifts. The data from the monthly

benchmarks were recorded in a spreadsheet and discussed in weekly math meetings. Grades 1 - 5 administer the NWEA MAP Growth assessment in the fall, winter, and spring. Due to our closure in March, we were able to give two of the three NWEA math assessments. This is a norm-referenced, computer adaptive assessment that identifies each student's strengths and challenges based on Common Core math standards. For grades 1-5, interim assessments are usually administered three times a year, but due to our early closure were given two times (December and March). These assessments are based on standards taught during the trimester. Following each interim assessment teachers have common planning time with the Math Coach to dig into the data and determine instructional next steps. This year we created six week cycle assessments following the interim assessments to determine student growth on areas of need identified during the data digs.

6-8 Method

For the second year, NWEA MAPS assessments were used to determine students' achievement and growth in math. Students' scores in September were used at the base score and examined to identify the percentage of students performing at or above the 50th percentile. These results helped determine students eligible for the accelerated math program as well as tier 2 and 3 math intervention.

In addition to using NWEA MAPS, students were also given interim assessments in October and February. Working with the math department head, teachers created interim exams aligned to the New York State standards using released New York State assessment questions. The teachers used the Results Meeting Protocol to analyze student data and create an action plan to address the needs of students based on the data. Teachers evaluated the progress of their action plans by using ongoing student assessment data that aligned to the challenge standards identified.

RESULTS AND EVALUATION

Despite the fact that there were no state assessments, Tapestry students in grades K-8 exceeded our internal targets of growth scores on the NWEA assessment. It was our goal that each year, at least 25% of students in each grade level 3-8 will meet their mathematics growth goal on the NWEA mathematics assessment. This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the NWEA. Students in grades 1-11 are administered this assessment 2-3 times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 mathematics Interventions, student groupings, and curriculum and instruction decisions.

Beginning last year, we set a goal for ourselves that each year at least 25% of our students would meet their mathematics growth scores on the NWEA reading assessment. Although we only were able to give the NWEA twice (once in the fall and once in the winter) you will see that in every grade level over 25% of our students met their growth goals. Although we were not able to assess our students again in June, we would predict that we would have continued to see students on this trajectory with even more students meeting with even more meeting their growth goals.

THE TABLE BELOW HIGHLIGHTS THE STUDENT PERFORMANCE IN MEETING PROJECTED GROWTH TARGETS BY GRADE ON THE NWEA IN GRADES 3-8 IN SEPTEMBER 2019 AND AGAIN IN JANUARY 2020. TAPESTRY MET THE GOAL IN JANUARY 2020 WITH 25% OF STUDENTS MEETING THEIR GROWTH GOALS IN ALL GRADE LEVELS.

FALL 2019-WINTER 2020 NWEA GROWTH GOAL PERFORMANCE BY GRADE LEVEL				
GRADE LEVEL	NUMBER TESTED	OBSERVED GROWTH	PROJECTED GROWTH	PERCENT MET PROJECTION
2	65	26	16.5	82
3	49	10	14.6	29
4	50	12	12.5	50
5	45	12	10.5	71
6	72	3	5.7	29
7	74	6	7.6	43
8	70	7	6.2	60

WE ALSO SAW GROWTH WHEN COMPARING THE RIT SCORES OF OUR STUDENTS IN FALL 2018 TO OUR RESULTS FROM FALL 2019. WHEN LOOKING AT THE CHART BELOW ON A COHORT BASIS, EVERY COHORT'S RIT SCORE IMPROVED FROM FALL 2018 TO FALL 2019.

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FALL 2018-FALL 2019 NWEA MEAN RIT SCORES BY GRADE LEVEL		
Grade	Fall 2018 Mean RIT Scores	Fall 2019 Mean RIT Scores
1	Did not test	155.6
2	151.0	176.9
3	176.8	186.8
4	187.3	199.6
5	198.6	210.8
6	203.3	206.3
7	209.9	216.1
8	215.1	222.5
9	217.2	222.9
10	214.8	221.1
11	219.2	224.7
12	224.6	227.4

Tapestry also has a robust interim assessment regime that is used to make instructional decisions. Our instructional coaches work with teachers of all grade levels to administer, score and analyze the results of mathematics interim assessments. These assessments use only NYS released test questions so that we can ensure the rigor of these assessments. Generally they are created by instructional coaches, but if they are created by teachers they must be approved by an instructional coach or administrator to ensure rigor. The results of these assessments are processed using a program called EDoctrina and then analyzed using data digs and data analysis protocols.

As you will see in the table below, there was growth in some, but not all grade levels between November and January.

Grade Level	November Interim	January Interim
1	68.11%	73.49%
2	55%	48%
3	49%	50%
4	52.78%	46.23%
5	53.51%	40.92%
6	57.56%	55.40%
7	65.21%	47.09%
8	52.83%	52.87%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Despite not having a state assessment, our internal assessments, including the NWEA and our interim assessments provided an accurate representation of where our students were performing throughout the year. Through the work of the K-5 math coach, we have implemented many new math initiatives, including guided math practices and an increased focus on data driven instruction. When comparing both cohort data and NWEA data from fall to fall or from Fall 2019 - Winter 2020, we saw growth among our students in their mathematics abilities.

ACTION PLAN

K-5 Results

Due to closure last year, our planned third trimester Teacher Learning Cycle for purposeful planning in math was set aside to prioritize the needs of teachers and students through the shift from brick & mortar to virtual learning. However, we know the importance of providing teachers with professional development around this topic. From in house assessments (module assessments, interim assessments, benchmark assessments) as well as NYS assessments, it has come to light that students struggle to feel

confident solving multi-step problems. For this reason our purposeful planning for math professional development is written into our work plan for the upcoming school year.

During this professional development, staff will learn about various learning models to use within math classrooms and how learning models are dependent on learning objectives and standards. For each learning model, teachers will dig into what the teachers and students do within the model as well as when and how students apply their new learning. However, the biggest push during this cycle will be grapple lessons and the power of productive struggle. Teachers will be provided opportunities to determine an appropriate lesson for a grapple, observe another teacher using the grapple lesson format and time to debrief the grapple lesson to ensure a full cycle of learning.

This past year we also began equity work with Buffalo State College and focused on using the instructional practice of math talks. This structure encourages students to engage in productive struggle. We will continue to partner with Buffalo State to give Junior Participants insight into this incredible practice as well as being a part of classrooms that provide students with this practice. Additionally, the math coach will continue to be a part of the weekly grade level math plannings and discuss the best lesson format for the objective.

The math pacing guides were a great addition to our math program during the 2019-2020 school year. Teachers expressed they felt confident about the math curriculum due to having an overview before the school year begins with room to reflect, compact and reteach concepts. With the extended closure there will be a need for pacing to ensure major standards have ample time with room for prerequisite skills before units begin.

We expect larger than usual gaps due to our extended closure. Thus, we continue to use ongoing assessments as well as interim and benchmark assessments to guide instruction and small groups. One practice that was new last year was the six week check in assessments following interim assessments. This structure will continue this year to support math instruction and groupings and ensure growth for all students.

6-8 Results

With expected gaps in learning from students' remote learning experiences, shifts will be made to math lab for the 2020-2021 school year. Rather than focus only a few students needing intervention and remediation, the math lab teacher will now work with all 6th and 7th grade students using the guided math workshop model. This course will not only focus on skill gaps as identified through interim and NWEA assessments, but will be focused on problem solving and grappling. Teachers worked with a Erie 1 Boces math specialist in June to make adjustments to the order of the modules and identified common visual representations, such as algebra blocks, to be used in math lab. This shift to a math workshop model and incorporate review of power standards through explicit systematic instruction as well as schema instruction and metacognitive strategies.

Focuses for professional development for the 2020-2021 school year will include assessments and online learning platforms to maximize students' mastery of the math standards. Teachers will analyze their curriculum to prioritize standards while also addressing gaps due to the closure. It will be important that in the hybrid model of the upcoming school year that math teachers are not simply presenting information, but that they have strong assessment practices to inform their instruction and ensure that students are mastering their standards. While virtual or remote learning in mathematics presents unique challenges, we will work with our math teachers to ensure that they are prepared to use data driven instructional practices whether we are in hybrid or remote instructional models.

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 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. 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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

RESULTS AND EVALUATION

Tapestry did not meet this accountability measure, as 10% of students in the 2016 cohort passed their Regents examination in math at a level 4. However, it should be noted that while 10% passed with at least a level 4 out of the 2016 cohort, the rest received a COVID-19 waiver for their test scores.

As student and staff mindsets shift to reflect the college and career readiness goals, and the fact that 65%, although acceptable for NYS is not acceptable at Tapestry, re-testing will be encouraged for all students scoring below 80 percent. This is challenging however, as in subsequent tables you will see that many students score between 65% - 74%. Although it is passing for NYS, it is detrimental for this accountability measure. We will continue to encourage our students but it would make the most sense if this accountability measure aligned with NYS requirements for graduation.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	10	14
2015	2018-19	75	0	20	27
2016	2019-20	78	0	8	10

ADDITIONAL EVIDENCE

The 2019-2020 school year was only the second year in which we abandoned the two year algebra track and made the switch so that all students regardless of 8th grade math abilities take algebra over one year. We put extra support in that class with a full time special education teacher in all of the sections, so that all 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, this had no effect on the percentage of level 4's that we were able to obtain.

For this upcoming school year, all students are on a one year Algebra track, and this is the second year in which we will have weekly math labs for extra contact time with their classroom teacher. The table below shows that the number of level 4 students rose by 3% for the 2019 cohort. We are expecting to see this number continue to increase.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	81	7	79	8	78	10
2017	87	9	80	9	75	12
2018			84	6	81	9
2019					82	12

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 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

RESULTS AND EVALUATION

Tapestry achieved this absolute measure, as 83% 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 past four cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	61	85
2015	2018-19	75	0	68	91
2016	2019-20	78	0	65	83

ADDITIONAL EVIDENCE

As can be shown in the table below 20% of the 2019 cohort has already achieved at least a level 3 in a mathematics exam. The remainder of our students have received the COVID-19 waiver for their mathematics Regents exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	81	67	79	82	78	83
2017	87	63	80	79	75	80
2018			84	75	81	78

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2019					82	20
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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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 8th 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 8% 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. That does not meet the 50% accountability goal, and it is a decrease of 13% from the previous year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	59	0	3	13
2015	2018-19	60	0	8	21
2016	2019-20	51	0	4	8

ADDITIONAL EVIDENCE

Although Tapestry saw a decrease in the number of students receiving a level 4 on the common core mathematics exams from the previous year, we have never before focused so much time and effort on curriculum and assessment practices. We give interim assessments to our students twice per year, as well as the NWEA assessment in grades 9 and 10 so that we have solid data on our students. Our instructional coaches work with our teachers to examine the data, look for patterns and create an action plan for future success. We are hoping 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 8th 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

Tapestry has met this growth measure and overall is successful at getting our students to pass the required Regents examinations for graduation. While we have hovered around the mid 80% mark for three consecutive cohorts and continue this year to be successful with this accountability measure.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	60	0	50	83
2015	2018-19	42	0	39	93
2016	2019-20	51	0	43	84

ADDITIONAL EVIDENCE

Tapestry can attribute its increase in the percent of students achieving a level 3 on Regents math exams to several things, including the 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 groups. 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.

We are also encouraged by the fact that we have more 8th graders than ever staying at Tapestry to attend high school. As we begin a culture where students stay with us through middle and high school we expect to see the percent achieving level 3 and 4 continue to rise.

Goal 4: Optional Measure

Each year, at least 25% of students in each grade level 9 and 10 will meet their mathematics growth goal on the NWEA mathematics assessment.

Method

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *NWEA*. Students in grades 1-11 are administered this assessment three times a year. The results are used to inform decisions about student enrollment in Tier 2 and Tier 3 Mathematics Interventions, student groupings, and curriculum and instruction decisions.

Results

³ Based on the highest score for each student on the mathematics Regents exam

FALL 2018- FALL 2019 NWEA GROWTH GOAL PERFORMANCE BY GRADE LEVEL				
GRADE LEVEL	NUMBER TESTED	OBSERVED GROWTH	PROJECTED GROWTH	PERCENT MET PROJECTION
9	63	6	3.5	62
10	70	6	3.1	61
11	69	6	2.4	57

THE ABOVE TABLE HIGHLIGHTS THE STUDENT PERFORMANCE IN MEETING PROJECTED GROWTH TARGETS BY GRADE ON THE NWEA IN GRADES 9, 10 AND 11 IN SEPTEMBER 2018 AND AGAIN IN SEPTEMBER 2019. TAPESTRY WELL EXCEEDED THE GOAL IN WELL OVER 25% OF STUDENTS MEETING THEIR GROWTH GOALS IN ALL GRADE LEVELS.

EVALUATION

Due to the school closure, our high school students were not tested in June 2020. As a result, the chart above shows student growth from Fall 2018 to Fall 2019. We plan to test students again in Fall 2020 and we have a remote plan in place for those students who are learning remotely to test from home. As was previously mentioned, this was the second school year in which Tapestry used the NWEA assessment in order to measure our students’ progress in reading and mathematics. While there was a learning curve with this process and we found the assessment provided us with much more comprehensible and usable data. We expect to see even more students meeting their growth goals as we become more comfortable with administering this program.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Tapestry did not achieve its goal of 65% of students achieving a level 4 on their mathematics Regents exams. We also did not achieve the level 4 goal among students who were not proficient in 8th grade. However, Tapestry 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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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
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
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.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	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 th 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 2019-2020 school year our math department went through a variety of shifts in staffing as well as in their approach to curriculum and instruction. There were two new staff members hired, one a returning teacher who left for a district position five years ago. His return and the leadership of the math department chair provided important stability that the department has lacked. We continue to offer Algebra to all ninth grade students co-taught in every section by a math teacher and a special education teacher. This investment allows for more targeted small group instruction. These teachers also focused on increasing the rigor of their instruction. They used eMath instruction and found that the lessons provided more opportunities for critical thinking skills and an important focus on grappling with new topics. In addition, ninth grade students had an additional math lab built into their schedule for students who needed the extra support. These decisions were made based on a combination of NWEA data as well as the interim data and summative assessment data.

We followed this same model in geometry of offering geometry labs to students who needed additional support. This increased support ensures that all students have access to higher level math in their junior and senior year.

We continued to offer Algebra 2 as well as an Algebra 2 non-regents course, a financial algebra course for seniors and pre-calculus. For students who are unable to meet the requirements to pass Algebra we provide a pre-geometry course as well as an applied algebra course which teaches the essential algebra skills needed to show mastery on a regents exam but also prepares students for the next level of math.

All math teachers this year participated in professional development from Erie One BOCES as they built out their curriculum maps and unpacked the transitions to Next Generation standards. There was a department wide goal of increasing rigor and support in each math class. Each math teacher used portions of module lessons to supplement their curriculums which provided a different rigorous lense to the curriculum.

When schools went to a virtual model in March our math teachers quickly adapted to a flipped classroom model. Our teachers found that posting virtual lessons rather than pre-packaged videos and worksheets worked best to actively engage students and continue to teach in the manner in which students were used to. Many teachers continued to use math resources that were readily available but they used that in conjunction with their own lessons. Teachers in upper level math courses also struggled with the availability of scientific calculators. While there are websites that provide calculators, teaching students to navigate those platforms created its own set of challenges. As we continue to focus on equity and accessibility we need to explore ways to provide the physical material students need when working from home.

For the first time during the 2020-2021 school year we will be offering college level calculus to a group of seniors. This has been a goal that has taken us years of increasing the rigor of our math program and we are excited for the opportunity this provides our students. Our math teachers, like all staff members, will engage in professional development around project based learning. Math has traditionally been resistant to engage in project based learning work but with the shift to a hybrid model of instruction we believe this is the best instructional approach. During the 2020-2021 school year, if we are in a traditional school schedule, we will continue the proactive math labs for both Algebra and Geometry which gives necessary support to students struggling to access the material and provides them the space to continue to excel and take advanced courses in future years.

As we continue to build out our math program we are keeping equity at the forefront of our planning and decisions. Of the 19 students enrolled in our pre-calculus class for 2019-2020 approximately 63% were Black students while 26% were white and while this number is reflective of the number of Black students in grades eleven and twelve it is crucial that we continue to expand our supports to all students so that the diversity in our upper level courses are reflective of our school population.

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.

- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 5: Science

BACKGROUND

K-5 Background

During the 2019-2020 school year, Tapestry had a full time STEAM teacher and included STEAM as a super subject for each grade level. Our STEAM teacher developed a curriculum map that supplemented the NY State Next Generation Science Standards that were addressed in the classroom and plugged gaps for standards that were not addressed. She also collaborated with each grade level to plan activities that integrated with classroom instruction to enhance learning and connections for students. With the addition of STEAM one day a week for each grade level, all students had more opportunities to participate in hands-on lab experiences and to address the engineering standards.

Beyond the work that was done in STEAM, each grade level had one to two expeditions that were science heavy. Those expeditions in each grade level touched upon NY State Next Generation Science standards while also integrating literacy. In 5th grade, instruction is departmentalized so the students had more of an opportunity than many other grade levels to receive explicit science instruction around grade level standards.

6-8 Background

Tapestry Middle School has historically hovered around the 50% proficient mark on our 8th grade science exam. For the 2018-2019 school year it was at 46%, which is a decrease of 9% from the previous year. In comparison, New York State had 58% proficient in 2018-2019. At Tapestry, we are not satisfied with only approximately half of our students understanding the important science concepts that they will need in high school and beyond. We believe that with strong curriculum and instruction, that can be provided through this resource, all of our students are capable of understanding and performing at a level of proficiency on science state assessments.

As such, for the start of the 2019-2020 school year, teachers worked with the instructional coach to create units aligned to the New York State science standards that incorporated the shifts to NGSS. As we began to look critically at the current state of our curriculum however, we noticed that our issues with middle school science were deeper than we originally realized. Although our science teachers now had curriculum maps in place that are aligned to the Next Generation Science Standards, we found that they were unable to take those maps and translate that into their daily lessons. They realized that we needed more intense support than we originally anticipated and more intense support than we could provide with our expertise on staff. Through engaging in professional development with our teachers, we realized that what they really needed was scripted lessons to ensure that they were meeting the NGSS state standards. Our teachers asked us for this resource, so we sought to secure funding using money from grants.

In searching for the best middle school science curriculum to implement at Tapestry, we used our resources quite extensively, seeking out many opinions before deciding on Amplify science. In conducting outside research, we found an [Ed Report](#) study that compared middle school science

curriculum. It was rated the highest when compared to the Bring Science Alive! Discipline Program, Bring Science Alive! Integrated Program, HMH Science Dimensions Grades 6-8 and Science and Technology Concepts Middle School. It was rated 25/26 on alignment to NGSS, 49/56 on coherence and scope, 50/54 on its usability rating and met expectations for alignment. This curriculum far outperformed the other curriculum we have looked at and has been vetted nationwide. It has also been implemented as the [new core science curriculum for New York City Schools](#). They went through an extensive vetting process as well, and came to the same conclusion that we did at Tapestry.

So, in January 2020, Tapestry purchased the Amplify curriculum and teachers received training from BOCES as the overview and background of this program. To keep the department moving forward, they continued to meet with the instruction coach at the beginning of each unit. Monthly science department meetings focused on four goals:

1. 75% of all 6-8 grade students will perform a level of maturity (75%) on Amplify Science Assessments
2. Assessments will be reformatted so that 25% -50% of November interim questions will have diagrams and charts.
 - a. The science department will use a common strategy (SLUR) to teach students how to examine these diagrams and charts. They will utilize it during instruction 2-3 times per week. Graph and diagram test questions will be compiled in a google doc.
3. Grades 6-8 will give an interim based on state assessment questions (including lab practical) in February and use the data to drive instruction for the rest of the year
4. 6-8 grade science teachers will create unit plans using the template and submit them on time weekly

With the implementation of the Amplify curriculum, our science teachers now had all of the tools they needed to create project based, engaging science instruction for our students. We saw great improvement in our teachers' ability to create meaningful science lessons after they were provided with the curriculum. We were also able to utilize this same web-based program during the school closure.

METHOD

K-5 Method

We typically rely heavily on our 4th grade and 8th grade NYS Science Assessments to evaluate student achievement. In addition, K-5 classrooms use several formative assessments and a couple of summative assessments each year to assess the science standards that are on their report cards. This is an area where we want to become a little more intentional in the future, now that we have a full STEAM curriculum in addition to integrating science content during the expedition block.

6-8 Method

Students were given interim assessments in October and February. Working with the science department head, teachers created interim exams aligned to the New York State standards using released New York State assessment questions. The teachers used the Results Meeting Protocol to analyze student data and create an action plan to address the needs of students based on the data. Teachers evaluated the progress of their action plans by using ongoing student assessment data that aligned to the challenge standards identified.

RESULTS AND EVALUATION

Without a NYS evaluation in science, Tapestry Charter School relied upon its interim data to show student growth in this subject area. Since we completely changed science programs in January 2020 however to a much more rigorous, NGSS aligned curriculum, we saw negative shifts in our students' performance in the interim. These can be attributed to the implementation of a brand new curriculum and a new program not long before these intrims were given. We will use the 2020-2021 school year to perfect Amplify's online program and can hopefully implement in-person Amplify instruction the following year.

Grade Level	Fall Interim: Average Score	Winter Interim: Average Score
6th Grade	61%	46%
7th Grade	61%	58%
8th Grade	70%	51%

ADDITIONAL EVIDENCE

The table below provides a more detailed look at our fall interim administration. We were encouraged to see that the majority of our students earned above a 61% on this interim. With the implementation of Amplify curriculum and the NGSS practices, we expected to see even better results in the future.

	Fall: Science Interim			Total
	6th	7th	8th	
>81%	13	14	29	56
61-80%	34	23	19	76
41-60%	15	25	18	58
21-40%	11	10	9	30
0-20%	5	4	1	10
Total	78	76	76	

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Based on the limited science data that we have without state assessments, we are optimistic with the state of our science program at Tapestry Charter School. We have made massive curricular shifts in grades 6-8 and although we have not seen the fruits of that labor yet, we hope to when we can return to in-person instruction in future years. We have fully adjusted to the NGSS standards and continue to build our teachers' capacity towards real world phenomena based instruction.

ACTION PLAN

K-5 Action Plan

This past spring, the NYS Science Assessment was cancelled due to school closures. As a result we don't have 4th grade data to look at, but our goal for next year is to look back at assessment data from prior years and target instruction during STEAM a little bit more. Now that we have a curriculum map for each grade level and are able to provide our students with consistent hands-on learning experiences, we know that there are specific standards that we can give more attention to.

To support more targeted instruction, we'd also like to create a mid year and end of year assessment at each grade level that will allow us to check student understanding and growth in science. Depending on the grade level, the assessment can be written, performance, or a combination of both. Ideally, this work will be done at the start of the 2020-2021 school year by the coordinator of curriculum and the STEAM teacher. The assessments can be administered during STEAM, during the expedition block, or in the STEAM lab during an alternate block.

Finally, we hope to continue to support our students in becoming more independent with lab experiences. One of the biggest struggles in the past has been following written directions and completing a task without support. We will look for opportunities to provide scaffolds so that students are able to do more of that work on their own each year, in order for them to become fully independent by 4th and 5th grade.

6-8 Action Plan

With the expected gaps in learning from students' remote learning experiences, shifts will be made to science for the 2020-2021 school year. First we will be providing our students with 1:1 technology so that they can access the Amplify curriculum remotely. With this, students will be able to access the online lab and experiment component of Amplify for in-school and remote instruction. The science department will receive ongoing support from the instructional coach to support the implementation of the Amplify curriculum and to ensure that the program is being used with fidelity. This includes prioritizing standards and working through how to teach a hands-on phenomena based curriculum remotely.

This year, focuses for professional development will include assessments and online learning platforms to maximize students' mastery of the science standards. Teachers will analyze their curriculum to prioritize standards while also addressing gaps due to the closure. Our instructional coaches will continue to work with the science department to redefine their assessments and analyze assessment results, regardless of whether we are in a remote or hybrid situation.

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Tapestry met this accountability measure with 86% of students passing Science Regents exams with a score of at least a 65%. This is a 5% increase from the 2015 cohort and a 11% increase from the 2014 cohort. Tapestry has consistently passed this accountability measure throughout its entire history.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	54	75
2015	2016-19	75	0	61	81
2016	2019-20	78	0	67	86

ADDITIONAL EVIDENCE

Achievement on Science Regents exams had been relatively stable since the school opened. Despite recent staffing issues, for the 2019-2020 school year, we put two certified teachers in the Living Environment classes to allow for co-teaching and small group differentiation. Although we did not have Regents exams this year to see the impact of these staffing changes, we are encouraged by their interim progress and hope to see success in the upcoming school year.

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

	2017-18	2018-19	2019-20
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⁴ Based on the highest score for each student on any science Regents exam

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	81	78	79	85	78	86
2017	87	48	80	63	75	65
2018			84	60	81	60
2019					82	12

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

Closing out the 2018-2019 school year the science department, particularly in Living Environment and Earth Science, has been in flux with staff leaving Tapestry for district job opportunities. This turnover also created a leadership void within the department and the chair was appointed to a senior teacher with little leadership experience. In the final month of the 2019 school year we provided him along with all of our department chairs training on how to effectively run a department. This included keep meeting minutes, have difficult conversations, manage a department budget and adherence to NYS Regents guidelines and policies.

In early summer of 2019 we hired an experienced Earth Science teacher with a natural ability to make connections with students. Shortly after we also were able to hire a Teach for America candidate, which ensured us at least two years of stability in the Living Environment position.

Professional development from our local BOCES was used to help our science department analyze what the transitions to Next Generation standards will look like over the next couple of years, while building out their curriculum maps to align with the current state standards.

The 2019-2020 school year was also the first year we offered Advanced Placement Biology. To ensure students met the 1200 minutes of lab time, we developed a science lab period once per six day cycle into the students schedule. This helped ease the burden of covering lab minutes and content contact time during a normal science class. We also continued our Environmental science tutorial to support students who were unsuccessful on the Living Environment Regents exam in June and August.

In January of 2020, we hired a promising student teacher with a sound understanding of the Living Environment curriculum and paired her with our Teach for America teacher who was still learning the content. With support from our instructional coach this quickly became a co-teaching model, allowed for common planning time, and rigorous lesson plans were developed.

As the department transitioned to online learning in March due to the pandemic they went to work looking for websites and apps to support student achievement, including Next Gen curriculum, ixl, jam board, digital scientific calculators to support google classrooms. During department meetings they

brainstormed ways to continue labs using common items found throughout the house, and would record videos and share with students how to perform experiments using those items. As the virtual environment continued, attendance and participation in non-Regents science courses declined.

Like other subject areas, the majority of our professional development for the 2020-2021 school year will be centered on project based learning. Whether in a hybrid model or traditional school environment PBL lends itself to science curriculum. The department recognizes the limitations of a fully virtual environment and is already looking for donations of household items to put together class sets of lab kits to send home to students to use if we are in a hybrid or fully online model next year.

We hope to build on the progress the department has made with regards to the curriculum maps and unit plans that have been developed and aligned to State standards this past year. We will also focus on the developing the non-Regents science course curriculum maps including STEAM

Prior to the pandemic very few teachers in the science department utilized google classroom. Moving forward they will be incorporating it into their traditional classroom instruction, to help build students technical skills on the platform to make the transition easy on students in the event we have to use a hybrid/fully virtual model at some point during the school year.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the

school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Tapestry has exceeded its accountability goal with 82% of our students reaching this standard. This is an increase of 3% over the previous year.

History Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	64	89
2015	2016-19	75	0	59	79
2016	2019-20	78	0	64	82

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

Much of the professional development allotted to Global History was paired with US History. Bi-weekly meetings with New Visions consultant really pushed our US teacher to use best practices to prepare his students for the New Framework exam. We placed more of an emphasis on the importance of writing. Students were most successful when writing was modeled, provided with examples and a grading rubric, as well as giving students the opportunity to read other students work and have them grade it themselves. With the new exam, multiple choice questions were stimulus based and relied more on analyzing primary documents, interpreting maps/charts/statistics rather than memorizing facts and details. Throughout the course of the school year, students were provided opportunities to prepare and practice working these skills in order to do well on the exam, but more importantly hone skills needed to be impactful citizens to our society. Multiple assessments such as interims, Part 2 Essays, Civic Literacy Essays, video guides, One-Pagers and Non-Fiction Writing Prompts were also used to evaluate and analyze student work.

Through the lens of equity our US History teacher made steps to review the curriculum and pull out portions that tie into social justice but are often glanced over in classrooms across NYS. Reconstruction was one unit that was elaborated on. Students were able to study and analyze the social, political and economic impacts of the Reconstruction Era through multiple ways. One highlight that seemed to have been successful was when teaching Jim Crow Laws, the students a real example of a Literacy Test from the State of Louisiana to highlight the unfair method that certain southern states used in order to disenfranchise the African American vote. This tied into NYS becoming one of 14 states to allow 16 and

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

17 year olds to pre-register to vote. Many of the junior class pre-registered to vote, which allowed for a discussion on the evolution of voting in our country. By providing this real-world application to the history lesson of the Literacy Tests, students had a better understanding of the importance of voting and the benefits of living in a representative democracy.

During online instruction from March to June the teacher through department meetings shared and implemented several useful digital tools, which included creating Podcasts, utilizing websites such as EdPuzzle, ActivelyLearn, Flipgrid, and many more resources are assets that can increase engagement and understanding.

After the murder of George Floyd, there was an increased activism in our community around his death and other social injustices. Although virtual, students were given a safe platform to voice their opinions, feelings and suggestions for solutions.

There will be several areas where we will support teachers with professional development surrounding project based learning. We will use NWEA and the global teachers interim assessments to determine groups of students that may need support with literacy, or push their thinking in a new college level Western Civilization course.

As we move forward and start the 2020-2021 school year, we still want to incorporate and expand on the instructional methods learned through the Cullen grant and continue to help students develop skills needed to be successful citizens. Improving students' writing skills will continue to be a focus. As a school we need to continue to push social justice and review areas in our curriculum to ensure equity. We plan on adding an African-American Studies and literature electives this coming fall.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	N/A	N/A	79	76	78	78
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018			N/A	N/A	N/A	N/A
2019					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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Tapestry met the absolute accountability measure for the 2015 cohort with 81% of students in the 2016 cohort scoring at least a 65% by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	72	0	51	71
2015	2016-19	75	0	57	76
2016	2019-20	78	0	63	81

EVALUATION

Tapestry met this accountability measure for the 2016 cohort, as it did for the previous year. There was a 5% increase when compared to the previous year and a 10% increase from the 2014 cohort.

ADDITIONAL EVIDENCE

Achievement on the Global History Regents exam has remained relatively stable throughout the years. After we were close, but did not achieve this accountability measure with the 2014 cohort, we increased the support with the Global History Regents exam, with a full time literacy teacher co-teaching this course. For the second year in a row we worked with Erie One BOCES to provide our teachers with 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, including project based curriculum across all Social Studies classes 6-12, we hope to see this number continue to rise.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	81	68	79	81	78	81
2017	N/A	N/A	80	53	75	65
2018			N/A	N/A	81	N/A
2019					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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

With our social studies department seeing the new Global 10 exam for the first time in June of 2019 and with the impending new US History exam on the horizon, securing curriculum and methods instructor from New Visions was extremely impactful. The instructor met 2-3 times a month with the department for full day professional development training cycles. This continued up to the point the school went virtual due to the pandemic.

The New Visions representative was instrumental in developing our first year Global 9 teacher. A position that has been filled four times in the last five years. The representative not only helped support the teacher with developing lessons that taught the necessary skills required to master the 10th grade exam, but built out a case-study around the concept of power that will be used to drive a future expedition paired with the 9th grade ELA teacher around social justice.

As with US History, a major focus this year enhancing students writing skills within social studies. The New Visions representative taught the Global 10 teacher how to embed Enduring Issue chains into lessons. Students take the 5-6 historical events in an Enduring Issue and place them in order. Then below the text or image, they write down everything they know about the topic and add a sentence or two on how they are connected to each other. They also developed a plan to scaffold the enduring issue essay for students that continued into virtual learning from March to June.

Also at the start of the 2019-20 school year, we were able to utilize our local BOCES to help develop standards aligned curriculum maps and unit plans for all social studies courses including Global 9 & 10. In August, the Social Studies department chair in the high school met with the middle school teachers to review the framework and ensure they were teachers the necessary skills students needed to be successful in a high school social studies classroom.

Once the school went virtual in March, the department set up office hours to meet the needs of their students as did all teachers. As online schooling continued they noticed students' needs changed or the

time students were looking for help did not align with the hours offered by the grade level social studies teacher. As a department they decided to offer their expertise to every high school student not just the ones in their classes. This provided a potential of four opportunities for students to log on with a social studies teacher for help per day.

Another way they tried to increase facetime with students and build relationships throughout the pandemic was by setting up Movie Clubs. Each week the department picked a movie around social justice from Marshall to Get on the Bus. At the end of the week students in all grade levels would log on to discuss their perspectives of the movie through essential questions and evidence they picked up in the movie, their own lives, or during class discussions. Each week attendance for these movie clubs grew.

To finish up the year BOCES met one more time with the department with a focus around hybrid learning and tools available to the department. This included Facilitating Critical Conversations, Text-Dependent Questions for Critical Literacy, E1 BOCES Resources for Digital Learning, and Padlet tools.

As we move as a school to support anti-racist teachings, we will be asking the Social Studies department to review areas of their curriculum that could be expanded and elaborated on specifically in areas of African and African American history. Through the project based learning PD we can see Global 9 and 10 teach social justice through case studies and grade level expeditions.

Over the last two years we have made progress with regards to the acquisition of social studies literacy skills, but there is more we can do. Knowing students have missed three months of in-person instruction, skills may not have been fully developed during the pandemic. We will provide students opportunities both in a hybrid and traditional model to work on those literacy skills through academic support groups and literacy groups which will be determined by reviewing NWEA data and teacher interim and summative assessments for the 2020-21 school year.

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

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 Charter School is a school in good standing. It is in good standing in all categories for the 2019-2020 school year.

ADDITIONAL EVIDENCE

Tapestry Charter School has always been a school in good standing and continues to do so for the 2019-2020 school year.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

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

Every November, K-12 students participate in Student Led Conferences (SLCs), in which they receive their first quarter report cards and show their families a portfolio of their progress so far in the grade level. Typically attendance at these student led conferences is over 95% and at the conclusion of the conference every family is given the opportunity to participate in an anonymous survey that has multiple choice questions and free response comments. We use a computer-based format to record the responses.

RESULTS

As in previous years, Tapestry parents are overall very satisfied with Tapestry Charter School. We found that 97% of parents stated that they were either “satisfied” or “somewhat satisfied with Tapestry Charter School’s program. 95% of parents stated that they would recommend Tapestry to a friend or family member. There were other questions asked on this survey that are not relevant to this report. The results of those questions indicating parent satisfaction with the school program are indicated below.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
382	675	57%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter School	97%
Recommend Tapestry Charter School to a friend or family member	95%

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. 97% of families were satisfied or highly satisfied with Tapestry Charter School overall and 95% stated that they would recommend Tapestry Charter School to a friend or family member. This is comparable to last year’s results and those of previous years. 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 met with a retention rate of 94%. This is up 4% from the previous school year. 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. Others who leave for local districts beg to come back after 1-2 years away from our program because they see the value in what we offer compared to their home district.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
947	70	827	94

EVALUATION

Tapestry met this accountability measure with a retention rate of 94%. 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% as it has been for the past two years.

Year	Retention Rate
2017-18	99

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19	99
2019-20	99

Goal S: Absolute Measure

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

METHOD

Tapestry Charter School tracks attendance through its Powerschool online attendance tracking program. Teachers in all buildings take attendance during their first period class or in the homeroom/opening crew. Students who arrive late to school check in with the secretary in the main office who marks them as tardy in the Powerschool system. Attendance is also taken during each period or transition to a super subject and any errors are reported to the main office to be adjusted.

RESULTS

The average daily attendance rate in grades 1-8 is over 96.66% for all grade levels. The grades with the greatest average daily attendance rate is 5th grade with 97.4% average daily attendance. With a special focus on attendance this year, we are happy to report that our overall attendance rate has risen by 1.34% from the previous year.

2019-20 Attendance

Grade	Average Daily Attendance Rate
1	96.3
2	96.5
3	97.1
4	97
5	97.4
6	96.49
7	96.52
8	95.95
Overall	96.66

EVALUATION

Tapestry Charter School met this accountability goal. In all grade levels 1-8, average daily attendance rates are at least 95.95%. Overall there was a 96.66% average daily attendance rate in grades 1-8. When comparing this percentage to that in the past, we have risen 1.34% in our attendance rate since the 2017-2018 school year. As you can see in the chart below, we have improved the attendance rate in each grade level last year, as high as 2% in some grade levels.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	2018-2019 Average Daily Attendance Rate	2019-2020 Average Daily Attendance Rate	Net Change from 2018-2019 to 2019-2020
1	95.50	96.3	+0.8
2	95.30	96.5	+1.2
3	95.70	97.1	+1.4
4	96.00	97	+1.0
5	94.80	97.4	+2.6
6	95.65	96.49	+0.84
7	95.14	96.52	+1.38
8	94.48	95.95	+1.47
Overall	95.32	96.66	+1.34

ADDITIONAL EVIDENCE

Tapestry has improved its average daily attendance rate by 3.68% from the 2018-2019 school year.

Year	Average Daily Attendance Rate
2017-18	95.1
2018-19	95.3
2019-20	98.98

