



## **Tapestry Charter School**

# **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

\_\_\_\_, K-4 Principal, Lindsay Lee, 5-8 Principal, Sara Hilligas and Fred Carstens, 9-12 principals and Eric Klapper, Executive Director prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Alfred J. Wright	Chair	Executive, Finance, Equity, Development, Governance
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Jeremy Hazelton	Trustee	Development
Wil Green	Trustee	Equity and Academic Strategic Planning

**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 2020-2021 school year enrollment of 1,078 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 22% of our students are white, 54% are African American and 14% are Hispanic /Latino. 71% of our students come from economically disadvantaged families, and 14% 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 are 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 2020-2021 school year, we have worked to solidify our strategic plan despite unprecedented changes to our education system. We were fully renewed in December 2020 and we continue to make progress towards our goals despite the disruption to daily instruction due to the COVID-19 pandemic.

We began the 2020-2021 school year with a hybrid instructional model. Our students in grades K-2 attended in-person school everyday with a remote option for those families who did not feel comfortable with their children attending school in person. Grades 3-4 followed a hybrid model where students attended school every other day, and grades 5-12 followed a hybrid model with remote Fridays. We followed this model from September through November and again from January through June. For the months of November and December we transitioned to a fully remote program in grades K-12 due to unsafe COVID levels in the community.

Learning from our emergency shutdown in March 2020, this year all teachers in grades K-12 created google classrooms from which students participated in both asynchronous and synchronous learning experiences. Online tools such as peardeck, jamboard 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 for remote students when necessary. We also 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 all grade levels, and families were communicated at minimum once per week.

Despite the struggles that accompanied schooling in a pandemic we continued to follow the work plan goals that we created in the summer of 2020 that were 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 develop 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. We have followed a similar process since 2014, and find this to be an essential planning process to ensure our success.

In addition to the three dimensions of student achievement, Tapestry's reopening plan and continued students support throughout the 2020-2021 school year was guided by the following foundational elements:

- **Ensure the safety and wellness of students and staff.**  
*The safety and wellbeing of our students and staff remain our highest priority.*
- **Holding tight to our core values.**  
*We will remain focused on a three-dimensional view of student and teacher success, and on our continuous cycle of improvement*
- **We are crew, through and through.**  
*Culture & Character and Social Emotional Wellness, and Academic Learning, are interconnected and interdependent; we will not separate these two.*
- **Our commitment to equity.**  
*We will ensure equitable outcomes for students and a commitment to social justice are held at the center of our decision-making.*

Tapestry enlisted a stakeholder-rich committee of over school community members that consisted of members of the school's board of trustees, parents and teachers from each of our three schools, counseling staff, instructional coaching staff, and members of our shared administrative and instructional leadership teams. Details of the committee work and plan review can be found on the Tapestry website, <https://tapestryschool.org/covid-19/>. Tapestry also considered guidance from a number of federal and

state public health and safety agencies in the creation of this plan including, but not limited to, the Centers for Disease Control and Prevention (CDC), U.S. Department of Labor, U.S. Department of Health, Occupational Safety and Health Administration (OSHA), and the U.S. Equal Opportunity Commission (EEOC).

In order to help our students, staff and families with the many challenges they have been facing during this pandemic, Tapestry Charter School used a Multi-Tiered Systems of Support (MTSS) to address the academic and behavioral challenges that occurred as a result of prolonged school closure. This included proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). We focused on evidence-based practices, student progress data to inform instructional decisions, and ensure that each student, based on their unique needs, receives the level and type of support necessary to be successful. MTSS is an important means of addressing equity.

### **Tier One Proactive Measures for all Students**

**Social Emotional Learning through Crew:** Tier one proactive activities for all students included our intentional work with social emotional learning through our crew structure. Through intentional crew lessons outlined in our crew curriculum, Tapestry students learned how to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Using the CASEL core competencies, our students worked on developing increased resilience, stronger empathy, heightened self-efficacy and strategies for coping with adversity. Through intentional crew lessons, we provided our students with the tools to navigate challenges in healthy, productive ways.

**Restorative Practices:** Another tier one support of our MTSS was our implementation of restorative practices. This work had already begun with intense professional development during the 2019-2020 school year and was continued this year. Restorative practices continued to be utilized in all aspects of our school culture, discipline policies, and daily practices. These processes and approaches were designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. Replacing traditional discipline with restorative alternatives offered opportunities for youth to learn from mistakes and may have reduced disciplinary disparities and negative outcomes.

**Pupil Personnel Services (PPS) Roles within MTSS Tier 1:** Pupil personnel service (PPS) staff, which included school counselors, school social workers, school psychologists, mental health counselors and school nurses shared in facilitating social emotional and physical well-being, strengthening family, school, and community partnerships, increasing access to instruction and promoting a positive school climate.

Tapestry Charter School's guidance counselors identified and supported students having difficulty with transitioning back into the school setting, especially given the changed school environment. A key function of the school counselor's Tier 1 role was to promote a safe and supportive learning environment for everyone in the school community. School counselors utilized their specialized knowledge of curriculum and child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, and

social emotional skills. School counseling programs were most effective when there was collaboration among the school counselor, other PPS staff, teachers, administrators, and families to promote a school climate that facilitates student achievement, student engagement, and equitable access to educational opportunities so that all students can reach their full potential in school and beyond.

### **Tier Two Supports for At Risk Students**

At the secondary and tertiary levels, support became increasingly targeted to meet students' specific needs. At the Tier 2 level, some of these supports were provided by school counselors and are targeted to students identified as vulnerable due to academic, social, emotional, and mental health challenges. They were also referred to our outside counseling agencies.

### **Tier Three Supports for At Risk Students**

At the Tier 3 level, outside resources such as licensed mental health counselors addressed a smaller number of high need students who required more specialized individual interventions. Children with these needs were largely addressed through referral to community-based counseling and resources.

### **Adult SEL & Well-Being**

It is of the utmost importance that the adults at Tapestry Charter School take care of themselves, both for their own well-being and so that they may be better able to help young people heal. We fully acknowledge that the adults in our school community have experienced stress, anxiety, grief, and trauma.

**Professional Learning Opportunities:** Tapestry provided all staff with professional learning opportunities that were used to better prepare them to support their own well-being as well as the well-being of the students and families they serve. We addressed critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices. We are working towards being able to discuss issues of implicit bias and structural racism, and facilitating difficult conversations about race with our staff.

**Back to School Professional Development:** Prior to the re-entry of students, Tapestry Charter School invited staff to talk about differences, losses, and newness of preparation for teaching and learning. We also provided training for faculty and staff on how to talk with, and support, students during and after the ongoing COVID-19 public health emergency, as well as information on developing and coping and resilience skills.

**Support Access to Mental Health Services:** Tapestry Charter School provided access to mental health and trauma supports for adults in the school community through our EAP program.

**Staff Surveys:** Tapestry Charter School surveyed staff regularly to ask about their needs. We were proactive and prepared to respond with assistance or referrals.

## **ENROLLMENT SUMMARY**

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	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	82	988
2020-21	80	80	80	78	78	88	88	87	88	87	87	79	78	1078

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	75	0	75
2019-20	2016-17	2016	79	1	78
2020-21	2017-18	2017	76	0	76

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the

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9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	75	1	76
2019-20	2016-17	2016	77	1	76
2020-21	2017-18	2017	75	3	78

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	1	0	1
2019-20	2015-16	2015	2	1	3
2020-21	2016-17	2016	0	1	1

### PROMOTION POLICY

Despite the changes in our educational environment, 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. 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

### 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 2020-2021 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 year, as we had 93% promoted in 2019 and now 96% promoted in 2020. Despite the uncertainty of the year and all of the changes facing our students, increasing by 3% from the previous year is 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 and families. Despite a lack of resources, Tapestry provided every student with a computer and wifi access for this school year. We also ran two programs at the same time, and allowed students to opt in from the remote to the hybrid program periodically through the year. Tapestry is proud to offer its students many opportunities to obtain course credit such as a summer school program that is held at Tapestry 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.

Tapestry Charter High School students consistently pass courses through a combination of high expectations and high staff support. Parents/guardians are provided with weekly documented 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 2019 and 2020 school years.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	88	93
2020	89	96

ADDITIONAL EVIDENCE

Credit accumulation was impacted by the transition to remote learning because we found that some students had a very hard time adjusting to this setting. As such, we held parent meetings and urged as many students as possible to opt into the hybrid program. Although this put a strain on our staff capacity, we did this because we know it is best for students.

Additionally, 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. Despite the fatigue that we all felt from nearly two years of online teaching, our teachers and 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 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 in 2017, the COVID waiver on Regents exams based on course credit can help to account for this 46% increase for the 2019-2020 school year and then another 6% increase for this 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)
2017	2018-19	80	45
2018	2019-20	81	91
2019	2020-21	88	97

ADDITIONAL EVIDENCE

Now that Tapestry Charter School is fully expanded, we are particularly proud of our accelerated middle school program, which in turn helps our high school program. Currently, 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. As we keep more and more students at Tapestry from year to year, this course acceleration path will allow us to consistently reach this accountability measure.

**Goal 1: Absolute Measures**  
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 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.<sup>1</sup>

The school’s graduation requirements appear in this document above the graduation goal.

**RESULTS AND EVALUATION**

In the 2017 cohort, 96% of students reached their graduation goal by the end of August. This is comparable to the previous years when 92% and 98% passed in 2015 and 2016 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
2015	2018-19	76	92
2016	2019-20	81	98
2017	2020-21	78	96

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	76	92
2015	2019-20	76	98
2016	2020-21	78	96

**ADDITIONAL EVIDENCE**

Tapestry has maintained a steady graduation rate of above 90% for every year in its history. The 96% graduation rate among the 2016 cohort is 2% lower than the previous year. However, given the struggles we have experienced with the COVID 19 crisis, we are pleased to have still far exceeded this measure.

**Goal 1: Comparative Measure**

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

**METHOD**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of

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

comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

**RESULTS AND EVALUATION**

As of the writing of this report, the graduation results for the Buffalo City School District have not been released. However, given its previous performance of a 65% graduation rate for the 2015 cohorts, we are confident that the percent of Tapestry students in the 2017 cohort who have graduated will far exceed the percent graduating in the Buffalo Public School district. Our numbers are extremely stable and it seems that Buffalo Public has much lower graduation rates in general. The Tapestry program advertises its goal clearly: to prepare students for successful graduation from high school and acceptance into a college program. A stable graduation rate of over 90% for every year of its existence shows that our program is working for even the most challenging students.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	76	92	2596	65
2016	2019-20	81	98	N/A	N/A
2017	2020-21	78	96	N/A	N/A

**ADDITIONAL EVIDENCE**

Tapestry is committed to assisting all students in reaching the goal of diploma completion. We expected to see a spike in the graduation rates of Buffalo Public students due to the COVID exemptions provided by the state. However, our Tapestry’s graduation rates are continually above 90%, even without COVID exemptions. A dedicated staff and student effort in this personalized program of high school study has resulted in a graduation rate worthy of pride.

**Goal 1: Absolute Measure**

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

**METHOD**

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

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled 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.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	76	3
2016	2019-20	78	4
2017	2020-21	76	1

ADDITIONAL EVIDENCE

Tapestry did not have any students pursuing an alternative graduation pathway. We have met this measure.

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 2020-2021 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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A

### ACTION PLAN

The year 2020-2021 provided a very unique challenge for schools all over the world. Tapestry was no different. We had the very real challenge of deeply supporting our students while still holding them accountable to the high standards we believe are critical for graduating college and career ready. While we provided an abundance of flexibility and care for our students we maintained our high standards through our delivery of content and skills and by the evidence students were asked to show in the mastery of their work. The class of 2021 faced very specific challenges as they worked to reach the final threshold of high school graduation. Like many high school students, our students took on jobs to support themselves and their families, they stayed remote the entire year to protect their families despite struggling with online learning and they missed the friendships and events that make high school special. As an administrative team we closely tracked the progress of all students but our seniors in particular. Given the uniqueness of remote learning we were able to offer more than the traditional number of courses for our seniors who were credit deficient in order to provide them the opportunity to graduate on time.

In February we held intervention parent conferences for any senior that was in danger of not graduating. All seniors were given the opportunity to attend in person two days or remain remote depending on what worked best for them. At the end of May seniors that were still not on track to graduate were given the opportunity to participate in senior summer school session 1. This summer school session was in person five days a week. Students had the opportunity to regain credit and graduate on time in June with their cohort. For those seniors who were unable to finish in June we offered a three week summer program in July to complete their remaining credits. This session was

held remotely but we opened the building for specific students and for all seniors to complete their coursework at school.

In addition to creating an environment of high expectations and deep personal caring, our teacher leaders also crafted an equitable course access document that outlined our practices and our policies for students as they engage in higher level courses throughout their careers at Tapestry. The crafting of this policy paired with an examination of our course demographics allowed us to reflect and plan for how we can ensure every student graduating from Tapestry is college and career ready.

Next year we will continue to support all students towards meeting our graduation goal as we emerge from this pandemic. We will focus much of our energy on supporting students rather than remediating students. We will have a full time teaching resident partner in 9th grade ELA and 9th grade Algebra. Supporting the 9th grade cohort in those key areas will allow all students to remain on track for graduation despite the challenges they faced at the end of their middle school careers.

In addition we will continue to desegregate course demographics to ensure that all students have the access and support needed to graduate in four years college and career ready.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

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

The graduating class of 2021 leaves us in a historic time. Our students are looking at a future that is beyond the norm. This year in particular, it was harder to engage students in the college prep process. In order to connect with students and provide them the support they need to prepare for college we continued many of our normal structures through virtual forums as well as added in new layers of supports.

All seniors were enrolled in a senior seminar course which is essentially a series of small group session with guidance counselors to assist them with the college application process. These sessions take place during the school day in order to engage students. In addition our guidance counselors hosted virtual FAFSA completion nights and SAY YES scholarship nights to engage with families. This year we partnered with the FAFSA Completion Project and were assigned a College Access Expert that worked directly with students and families to complete the FAFSA application process.

In addition our counselors provided weekly college themed videos for our seniors Crew to keep students engaged and on track with the college application process. Despite the many challenges this year brought, we adapted our college preparation process to serve all students either remotely or in person.

### 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. While we lost three courses due to the pandemic and staffing issues, we plan on picking those courses up again in Fall 2021. For the 2020-2021 school year, we are proud that we were still able to 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
  - Calculus - Through a dual enrollment program with Erie Community College
- **Science**
  - AP Biology - 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
- **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 met the 75% college preparation goal for the 2020-2021 school year. We are very proud of the fact that this is the first year we have ever achieved this goal, which is the result of years of strategic planning. We have put the courses in place, and the safeguards so that all students can reach those goals. The percentage of students taking college courses is higher than ever in Tapestry’s history. We hope to continue this during the 2021-2022 school year.

In its history, Tapestry Charter High School had 63% of our students demonstrate college preparation last school year (2019-2020), 55% during the 2018-2019 school year and 31% during 2017-2018. This means that since the 2017 cohort, we have increased the number of students demonstrating college preparation by 44%. We have increased this percentage by 12% from the previous year. We are continuing to address the needs of our students by continually adding more college courses and increasing our students’ capacity to take these courses. 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 2017 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
Advanced Placement	8	1	1%
Regents Diploma with Advanced Distinction	75	22	29%
College Course	75	56	75%
Overall	75	56	75%

ADDITIONAL EVIDENCE

Tapestry is proud of the growth that we are making towards this goal and we are confident that we will attain it for the 2021-2022 school year. To increase the percentage of graduates who achieved the indicator by 12% from the previous year shows a commitment to increasing the rigor of our academic program. It takes time to shift a school’s culture from one of mediocracy to one of high academic achievements, but that is what we are seeking to do.

In addition to adding 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. We are expanding our honors program for next year to include students in all grades 9-12. 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 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 freshman, sophomore and junior years to prepare themselves for college level writing courses. Prior to this year, we did not have freshmen take a writing enrichment course due to scheduling restraints. However, 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.

Despite the pandemic, 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 eight during 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.

Percent-ages	Algebra 2	AP Biology	Calculus	Pre-Calculus	Spanish 4	Spanish 5	Humanities	Average of all classes
Black	71.7	44.4	80	46.9	48.3	25	57.1	61.1
White	13.0	25.9	20	28.1	24.1	50	21.4	19.7
Asian	8.7	7.4		6.3	6.9		7.1	6.0
Multiracial	2.2	3.7		6.3	6.9		7.1	3.7
Hispanic	4.3	18.5		12.5	13.8	25	7.1	9.5
Free/Reduced Lunch	69.6	66.7	20	68.8	72.4	75	64.3	65.2

**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.

The calculation of this measure is not required for 2020-21.

**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.

The calculation of this measure is not required for 2020-21.

**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 2020-21 and provide preliminary matriculation data for 2017 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 2017 cohort is not yet available. We anticipate that the matriculation rate for the 2017 cohort will be available in November or December 2021.

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 dropped for the 2016 cohort due to the pandemic. However, we anticipate similar positive results for the 2017 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
2015	2018-19	74	60	81
2016	2019-20	79	41	52
2017	2020-21	75	N/A	N/A

**ADDITIONAL EVIDENCE**

Tapestry Charter School experienced a decrease in its matriculation rate by 29% from the 2015 to the 2016 cohorts. This can be attributed to the COVID 19 pandemic and the fact that our students were out of school beginning in March 2020. While they were learning from home, they did not have the support that they would during a normal school year. Now that students are back in the building five days per week, we know that we will be able to have more students enroll and attend college when they graduate.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

Tapestry was successful with one of two of its absolute goals for the 2020-2021 school year. This is largely due to the fact that Tapestry has worked diligently to offer rigorous coursework to prepare students for college, even during a pandemic. This includes ensuring that our students take 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.

Tapestry did not meet its goal that 75% of students will matriculate into a college or university in the year after they graduate. However, we can attribute this to the extreme circumstances surrounding the pandemic. Tapestry has always met this measure in the past and will likely do so again next year.

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.	Achieved
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.	Did not Achieve

### ACTION PLAN

There were two specific areas in which we focused our support for all students reaching college readiness this year. The first was through a course demographic equity audit where we closely examined the demographics in our higher level course as well as our remedial courses. We looked for trends and subgroups that were not reflective of the overall school population. In addition to our data gathering we engaged our department leaders in the creation of an equitable course access document where we outlined our policies and supports we offer students to increase enrollment and success in dual enrollment and AP courses. We firmly believe in increasing support through high expectations and access for all students.

One area in which we identified a performance gap was with our special education subgroup. In order to increase support for our SPED students we will be engaging in an Integrated Co-Teaching professional development this summer for all of our SPED teachers and core content teachers. We believe that by providing our teachers with the tools and resources to truly co-teach and co-plan we will see more equitable outcomes for our SPED students.

The second area we focused on improving this year was how we work with students through their student led conference process. Historically this process has always been a reflection on skills and content mastered. We realized we were missing a prime opportunity to engage students in career and college explorations twice a year. We updated our student led conference process to focus on College, Career and Citizenship. Students now use this time to reflect on their future goals and match their progress towards graduation with their aspirations after high school. This is a great

opportunity for students to discover the dual enrollment and AP courses we offer early on in their high school careers so they can plan for a course progression that meets their future aspirations.

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

##### BACKGROUND

##### **Background for grades K-4**

The 2021-2022 school year posed significant challenges for the K-4 program due to the multiple instructional models that we provided for our students. In the 2020-21 school year the following model was implemented due to COVID-19:

- K-2 could attend a fully remote program with a dedicated certified teacher.
- K-2 could attend a fully in-person program with a dedicated certified teacher.
- 3rd & 4th grades could attend a fully remote program with a dedicated certified teacher.
- 3rd & 4th grades could attend a hybrid program: ABAB alternating Fridays, giving them a full 5 days across any 10 day period. (50% in person instruction)

Due to high COVID-19 numbers in our area, we became a red zone and had to go into fully remote instruction K-4 for approximately 7 weeks, starting in November 2020 and ending in January 2021.

During this time, Tapestry Lower School professionally developed teams of fully remote teachers, hybrid teachers and fully in person teachers to be led by a K-4 ELA/Data Coach and a team of reading interventionists. Each week these teams of teachers received professional development specifically for their settings. Each team engaged in weekly planning with coaches as well. This planning consisted of pacing, amending weekly plans for settings and making sure all assessments were translated into formats and platforms to be taken across all settings with a heavy emphasis on technology use, due to Tapestry becoming a 1:1 school. Tapestry K-4 continued to keep all assessments in place, following through with the [K-4 Assessment Calendar 2020 - 2021](#) across the 20-21 school year.

Assessment was a vital piece in which we made sure that the NWEA and all internal assessments could be translated into electronic platforms. We kept on pace with all assessments as we would have in a non-COVID year. However, the one change we did make was not administering an end of year interim. The students were taking the NWEA and end of year assessments in their classrooms and in examining our assessment practices, this was a piece that we felt as if we were over assessing students in that we also administered the NYS ELA and Math Assessments in grades 3 & 4.

Tapestry K-4 continued to adapt all existing lesson plans and pacing using the K-2 Units of Study for reading, writing & Phonics adding Heggerty and PebbleGo and other online pieces to supplement instruction for all learners. In grades 3 & 4, we used the NYS ELA Modules for reading and writing through expeditions provided by EL Education.

Our Rti Structure was still implemented. However, this year due to high SEL concerns we separated behavior and academics: [K-4 RTI 2020-21](#) to devote specific times and specialists to each component.

We implemented guided reading and math as a tier one instructional structure, utilizing small groups the entire year, regardless of settings. We specifically focused on First Five, Last Five; Means of Participation & Engagement in looking at our online learners.

### **Background for Grades 5-8**

For the 2020-2021 school year, EL Modules were used as the basis for the ELA curriculum in grades 5-8. Each grade level used three modules with each module culminating with a writing piece. Teachers developed a high quality work process that provided students with a model and rubric and provided a continuous cycle of feedback. The integrity of the modules was maintained through the use of anchor texts and supported with information texts for the content. In each grade level, one module was identified as having a compelling and engaging topic that led to an interdisciplinary learning expedition. In addition to the ELA class, sixth and seventh grade students also received an additional class called ELA Lab which focused on the informational text ELA standards.

Throughout the year, EL's ELA coach and instructional coaches met with the ELA and ELA Lab teachers to unpack the modules and facilitate lesson development. There was a focus in professional development on co teaching and virtual and hybrid instruction that was engaging, active and meaningful.

The structure of the school year allowed families to decide upon 100% remote or hybrid instruction and students were able to transition between the two programs. The ELA Teachers prepared and implemented many components of the EL module lessons in both virtual and in person hybrid format. Teachers planned for synchronous instruction 2 times a week and asynchronous instruction 2 times a week. Digital, hard copy and audio versions of all anchor texts were available to all students in each grade level. Teachers used Google classroom as the platform for remote learning. Module lessons were adapted into Google slides with teacher videos to guide students. Further, teachers developed engaging lessons through a variety of digital platforms, including PearDeck, Jamboard and Kami. 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. Google docs were used for the writing pieces to allow teachers to provide feedback. Daily office hours and then weekly longer office hours on Fridays through google hangouts were provided for students that requested or needed extra support. The instructional coaches continued to provide weekly feedback on the use of the google classroom platform and offered suggestions to allow for clear alignment in the ELA department.

### **METHOD**

During the 2020-2021 school year, Tapestry Charter School 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.

Those were administered three times a year, even with the school closure and hybrid model of schooling. Grades 2-8 also administered two interim assessments each year, in addition to the state test in grades 3-8. 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.

Grades 1 - 8 administered the NWEA MAP Growth assessment in the fall and spring. This is an external, nationally norm-referenced exam and it was administered both in-person and remotely for the first time ever.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **NWEA Assessment**

**RESULTS AND EVALUATION**

Measure 1: Tapestry Charter School did not reach its goal of having the the school's median growth percentile of all 3<sup>rd</sup> through 8<sup>th</sup> grade students will be greater than 50. While we were close with a median growth percentile of 43 overall, we faced many obstacles in regards to exam implementation and remote administration. The median growth percentile was 50 in grade 5 and higher than 50 in grade six, however it was lower than 50 in the other grade levels.

Measure 2: Tapestry Charter School did not reach its goal of having students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall who meet or exceed in the spring administration. As can be seen in the table below, we saw a large number of students achieve this goal in 8th grade, but did not see the same growth in the other grade levels. In all, about 12% of students (33/267) showed this level of growth.

Grade Level	Students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall who meet or exceed in the spring administration.
3	1
4	0
5	4
6	4
7	1
8	23
Total Number of Students	33
Total Percentage	33/267 = 12%

Measure 3: Tapestry Charter School also did not meet its goal in regards to the median growth percentile of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities. The goal was for it to be equal to or greater than the

median growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school. However, for our general education population it was 45, and for our students with disabilities it was 35 in English Language Arts.

Measure 4: Tapestry Charter School also did not meet its goal when comparing first year students with those who have been a Tapestry for at least two years. When looking at all students, 23% of them met or exceeded the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. This is compared to 20% of students in their second year. Neither one of these groups of students came close to the 75% benchmark. Additionally, when the data is examined by grade level, there was no grade level of students who came close to this 75% goal.

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	481	43	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	267	33	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>2</sup>	45	82	35	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according	2+ students	75%	375	20%	No

<sup>2</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

to the most recent linking study comparing NWEA Growth to New York State standards. <sup>3</sup>					
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### End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>4</sup>	Number Tested	Percent Proficient	Number Tested
3	25	75	25	71
4	25	73	30	44
5	18	84	22	41
6	22	87	16	73
7	17	87	17	72
8	30	87	34	74
All	23	493	20	375

### End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	28	71
4	32	70
5	52	80
6	50	87
7	26	86
8	45	87
All	43	481

According to the above data, Tapestry Charter School’s students did not grow at the normed rate according to the beginning of year baseline score. The median growth of students with disabilities was lower than the median score of the school’s general education students. The median growth of students with low initial absolute achievement was lower than the typical growth of all students. And 20% of students enrolled in at least their second year at Tapestry performed at the equivalent of grade level standards.

<sup>3</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

ADDITIONAL CONTEXT AND EVIDENCE

There are many concerns and constraints on this data that can explain the lack of results. First, this assessment was given in both a remote and in-person setting. We offered our students the opportunity to attend schooling in whichever mode made the most sense for their families, and found great logistical challenges in having students as young as third grade access the NWEA remotely. Despite this however, we are very proud of our participation rates, with a total of 493 students taking this assessment in both the fall and spring sessions. We faced issues related to student, parent and staff buy-in but we mitigated those concerns by explaining how important this data was to measuring the growth of our students. We also faced issues with securing one to one technology for all of our students, and giving the NWEA in multiple small group sessions and using phone, email, zoom, in-person and any other means necessary to engage students and parents. Our instructional coaches spent weeks doing their best to ensure every student took this exam.

Tapestry Charter School’s instructional coaches did their best to ensure testing integrity by testing remote students in small groups with no more than 10 students per teacher. Students began the testing session in a zoom meeting and left their cameras on to ensure secure testing practices and to answer any questions as they arose. If we noticed that, particularly in the younger grades, parents were helping their students to take the exam or that students were not giving it their best effort, the teacher would end the testing session. Then an instructional coach would intervene, address the problem and test the student again. It was extremely challenging to test students remotely, but our staff and instructional coaches did their best to ensure overall validity and reliability of the exams.

In addition to the NWEA, we also measured our 3rd and 4th graders’ growth in ELA based on their Fountas and Pinnell (F&P) levels. Like the NWEA, this is a norm referenced assessment, whose results are shown below. Overall, among our third graders, from the November to June administration, we saw a 23% increase in the percentage of students exceeding expectations. We saw a 8% decrease in the percentage of students who do not meet expectations. Overall, by June 2021, 69% of our third grade students met or exceeded the expectations in F&P instructional level.

Third Grade F&P Results

	November Administration	March Administration	June Administration
Exceeds Expectations	38%	54%	61%
Meets Expectations	16%	11%	8%
Approaches Expectations	15%	11%	8%
Does not Meet Expectation	31%	24%	23%

Similarly, among our fourth graders, from the November to June administration, we saw an 18% increase in the percentage of students exceeding expectations. We saw a 13% decrease in the percentage of students who do not meet expectations. Overall, by June 2021, 70% of our fourth grade students met or exceeded the expectations in F&P instructional level.

Fourth Grade F&P Results

	November Administration	March Administration	June Administration
Exceeds Expectations	47%	51%	65%
Meets Expectations	3%	15%	5%
Approaches Expectations	12%	6%	5%
Does not Meet Expectation	38%	28%	25%

**SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL**

Overall, Tapestry Charter School did not meet its goals in regards to ELA achievement as measured by the NWEA assessment. While this can be attributed to the remote and hybrid environments in which our students were forced into during this past school year, we are hopeful that with a 100% in-person program next year that we can overcome these learning gaps.

**ACTION PLAN**

**K-4 ELA Action Plan**

This year we followed our assessment calendar as provided above and assured data and curriculum were consistent across all settings with weekly planning meetings with instructional coaches. We were able to administer all assessments in each environment- remote and in person. It was important that we delivered assessments to all students regardless of setting and continued to collect and analyze data. We will continue all of these things in the upcoming year.

Each week we held professional development and broke out into “remote” and “in-person” PD in grade levels. Our ELA coach met weekly with all grade levels to plan curriculum for the week, integrate assessment data and use this to drive instruction. Rtl meetings were scheduled for students that were not making progress. From there, some students were referred to the committee on special education. Data digs were scheduled as a follow up to benchmark assessments and interims specifically outside of weekly planning meetings.

Tapestry Charter School is planning to bring back students into a 100% in-person environment for the 2021-2022 school year. With the exception of medically exempt students, students will attend school five days per week and will not have a modified schedule.

We are planning to make some changes in the upcoming school year in grades 3 and 4 to combat learning loss, including a dedicated daily 45-60 minute block (taking arts from two 45 min blocks to one 1 hour block). We will provide our teachers with professional development for writing specifically, and will develop a literacy committee to look at three programs to preview and strengthen our literacy program. We will narrow our options to pilot a new literacy program schoolwide during the 2022-23 school year.

**Grades 5-8 ELA Action Plan**

Tapestry Charter School Grades 5-8 will maintain consistency in its data collection and reporting by continuing to use the NWEA with fidelity. For the third year, NWEA MAPS assessments were used to determine students’ achievement and growth in reading. NWEA MAPS was given two times this school year, an adjustment due to virtual learning and technology limitations in the start of the year. All students took the assessment remotely in a small virtual group with crew leaders. Students’ scores in December were used at the base score and compared to the June 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 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 aligned to the New York State standards using released New York State assessment passages and 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.

**HIGH SCHOOL ENGLISH LANGUAGE ARTS**

**Goal 3: Absolute Measure**  
 Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**METHOD**

The school administered 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.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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

Due to the COVID 19 pandemic, nearly all of our students were exempted from the ELA Common Core exam with no valid score. The exception was a transfer student who was not exempt, took the exam, but did not earn at least a level 4.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

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)
2015	2018-19	75	0	28	<b>37</b>
2016	2019-20	78	0	33	42
2017	2020-21	76	75	0	0

ADDITIONAL EVIDENCE

We do not have a lot of data on our 2017 or 2018 cohorts 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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	75	0	1	0
2018	N/A	N/A	N/A	N/A	25	28%
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

<sup>5</sup> Based on the highest score for each student on the English Regents exam

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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**

Only one student from the 2017 cohort took the ELA exam due to covid restrictions. However, that student scored at a level 3 and as a result, we have 100% of our students in this cohort meeting this accountability measure. We predict that we will get a more accurate representation of student achievement when students take this exam again with fidelity next year.

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)
2015	2018-19	75	0	62	83
2016	2019-20	78	0	67	86
2017	2020-21	76	75	1	100

**ADDITIONAL EVIDENCE**

As evidenced by the table below, only 25 students in the 2018 cohort took the ELA exam. Of those students 76% passed with at least a level 3. In the 2017 cohort, only one student took it, leading us to a 100% passing rate of at least a level 3. The remainder of our students had a COVID exemption for this exam.

Percent Achieving at Least Level 3 by Cohort and Year

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	1	100
2018	N/A	N/A	N/A	N/A	25	76
2019			N/A	N/A	N/A	N/A
2020					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.

The calculation of this measure is not required for 2020-21.

### 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.

The calculation of this measure is not required for 2020-21.

### 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.

The calculation of this measure is not required for 2020-21.

### 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.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

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

**METHOD**

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

**RESULTS AND EVALUATION**

Due to the COVID exemptions, all students in the 2017 cohort who were not proficient in 8th grade were exempt from the ELA Regents exam this past school year. However, we did see an increase in the percent scoring at least a 4 with a valid score from the 2015 and 2016 cohorts. We expect to continue to see increases in the upcoming years.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 <sup>th</sup> Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19	52	0	14	27
2016	2019-20	49	0	20	41
2017	2020-21	49	49	N/A	N/A

**ADDITIONAL EVIDENCE**

Due to the COVID pandemic, all students in the 2017 cohort who were not proficient in 8th grade were exempted from taking the exam in June 2021. While we saw growth among our students scoring at least a 4 in the 2015 and 2016 cohort designation, there is not enough evidence to make this same claim for the 2017 cohort.

**Goal 3: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Due to the COVID exemptions, all students in the 2017 cohort who were not proficient in 8th grade were exempt from the ELA Regents exam this past school year. However, we did see an increase in

the percent scoring at least a 3 with a valid score from the 2015 and 2016 cohorts. We expect to continue to see increases in the upcoming years.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 <sup>th</sup> Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19	52	0	42	81
2016	2019-20	49	0	43	88
2017	2020-21	49	49	N/A	N/A

ADDITIONAL EVIDENCE

**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. Due to the COVID 19 pandemic, students in grade 11 were not tested this year. We tested our students during the winter and spring testing windows. While we would typically do this during the fall testing window, we had to postpone it until the winter so that students had one to one technology and could do the NWEA remotely.

**Results**

We well exceeded our goal with 75% of students meeting their projections in 9th grade and 38% of students meeting their growth goal in 10th grade.

Winer 2020-Fall 2019 NWEA Growth Goal Performance by Grade Level					
Grade Level	Number Tested	Observed Growth	Projected Growth	Percent met projection	Student Median Conditional

					Growth Percentile
9	56	4	0.9	75%	71
10	47	-1	1.6	38%	32

**Evaluation**

As was previously mentioned, this was the third 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 fall 2020 due to the pandemic we are still able to compare winter 2020 to spring 2021 to look for growth. 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**

Due to the COVID 19 exemptions, Tapestry did not have enough data to really show growth in high school English Language Arts. We only had one student who was not exempt from this exam and this student scored at a level 3, accounting for our data. We are pleased to have given the NWEA to our 9th and 10th grades to help see academic growth throughout the school year.

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 or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
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	N/A

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

**ACTION PLAN**

This year offered some stability in our ELA department as we had no staff turnover from the 2019-2020 school year. Our ELA teachers used the opportunity of remote learning to focus on writing as a creative outlet for students who were experiencing the emotional strain of a global pandemic and the instability of remote learning. Teachers also included a variety of texts that engaged students throughout the year. These texts were available to students in both audio and visual formats. Our support staff often dropped off books to students' homes who were remote so they had access to the content taught.

Given the uniqueness of a hybrid schedule we also made the decision for all ninth and tenth grade students to enroll in a new ELA lab class called, "Applied English: The literacies of gaming." This course provided students with an engaging topic(internet gaming) while reinforcing and teaching literacy skills particularly through evidence based writing.

The ELA department continued to monitor progress throughout the year through interims in October, January and a final exam in June. We were able to offer our students the opportunity to take interims remotely as well as in person. All departments engaged in a data inquiry protocol after taking interims and reflecting on their data to make adjustments to their instruction.

**GOAL 4: MATHEMATICS**

**ELEMENTARY MATHEMATICS**

**Goal 4: Mathematics**

**BACKGROUND**

**K-4 Background**

In the 2020-21 school year the following model was implemented due to COVID-19. With this model, K-2 students could attend a fully remote program with a dedicated certified teacher or K-2

students could attend a fully in-person program with a dedicated certified teacher. Students in 3rd and 4th grades could attend a fully remote program with a dedicated certified teacher or students in 3rd and 4th grades could attend a hybrid program. With this hybrid program, students followed an ABAB schedule with alternating Fridays, giving them a full 5 days across any 10 day period. This allowed for 50% in person instruction.

Due to high COVID-19 numbers in our area, we became a red zone and had to go into fully remote instruction K-4 for approximately 7 weeks, starting in November 2020 and ending in January 2021. During this time, Tapestry Lower School professionally developed teams of fully remote teachers, hybrid teachers and fully in person teachers to be led by a K-4 Math specialist/Data Coach. Each week these teams of teachers received professional development specifically for their settings. Each team engaged in weekly planning with coaches as well. This planning consisted of unpacking standards, pacing, amending weekly plans for settings and making sure all assessments were translated into formats and platforms to be taken across all settings with a heavy emphasis on technology use, due to Tapestry becoming a 1:1 school. Tapestry K-4 continued to keep all assessments in place, following through with the [K-4 Assessment Calendar 2020 - 2021](#) across the 20-21 school year.

New planning and pacing guides needed to reflect these very different modes of instruction for our teachers and students. We developed a template to be used to plan for instruction that looks different than the past years. The following documents [Team Planning Docs - 2020-2021](#) outline the rigorous planning, pacing and platforms that were implemented. Throughout this time we had a strong focus on Math Equity through Math Number Talks and utilizing our Buffalo State College higher ed partnership placing college students remotely with our students. The Math Specialist and principal led weekly professional development sessions for those students as well.

## 5-8 Background

The structure of the school year allowed families to decide upon 100% remote or hybrid instruction and students were able to transition between the two programs. The Math Teachers prepared and implemented lessons in both virtual and in person hybrid format. Teachers planned for synchronous instruction 2 times a week and asynchronous instruction 2 times a week. Teachers used google classroom as the platform for remote learning. Module lessons were adapted into google slides with teacher videos to guide students. Further, teachers developed engaging lessons through a variety of digital platforms, including PearDeck, Jamboard and Khan Academy. Formative and summative assessments were created in google forms using released NYS math questions. Daily office hours and then weekly longer office hours on Fridays through google hangouts were provided for students that requested or needed extra support. 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

### Grades 3 and 4 Method

Assessment was a vital piece in which we made sure that the NWEA and all internal assessments could be translated into electronic platforms. We kept on pace with all assessments as we would have in a non-COVID year. We had to be very particular about using iPads for K-2 and what apps or platforms could be used. In the end, we decided on Kami. This provided the ability for students to annotate directly on the iPad and for teachers to upload PDF's from the NYS Math Modules. One example of utilizing new platforms that were best for students and leveraging with PD: [11/25/20 PD - Kami Presentation](#)

Another challenge was putting manipulatives in the hands of students. We created individual math kits for every grade level that were personalized. This was a best practice in keeping students' materials safe and personalized- and supported foundational and conceptual learning.

However, the one change we did make was not administering an end of year interim. The students were taking the NWEA and end of year assessments in their classrooms and in examining our assessment practices, this was a piece that we felt as if we were over assessing students in that we also administered the NYS ELA and Math Assessments in grades 3 & 4.

We have continued to use the NYS Math Modules for over 5 years. We have found consistency in strategies, data collection, guided math and the use of manipulatives. The weekly planning meetings are successful in supporting DDI.

### 5-8 Method

For the 2020-2021 school year, the Eureka Modules were used for the math curriculum in grades 5 & 6 and the Math Fish Tank math curriculum was used in grades 7 & 8. In August, teachers worked with the instructional coach to identify priority instructional content from Student Achievement Partners ([achievethecore.org](http://achievethecore.org)). 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. There was a focus in professional development on co teaching and virtual and hybrid instruction that was engaging, active and meaningful.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **NWEA MAPS**

### RESULTS AND EVALUATION

Measure 1: Tapestry Charter School met its goal of having the school's median growth percentile of all 3<sup>rd</sup> through 8<sup>th</sup> grade students will be greater than 50. While we faced many obstacles in regards to exam implementation and remote administration, we had a median growth percentile of 56. When examining this goal for each grade level, we met this goal in grades 5, 6, and 8 with median growth percentiles of 67, 61 and 61 respectively.

Measure 2: Tapestry Charter School did not reach its goal of having students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall who meet or exceed in the spring administration. As can be seen in the table below, in all, about 8% of students (32/405) showed this level of growth.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade Level	Students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall who meet or exceed in the spring administration.
3	1
4	0
5	0
6	9
7	6
8	1
Total Number of Students	405
Total Percentage	32/405 = 8%

Measure 3: Tapestry Charter School also did not meet its goal in regards to the median growth percentile of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities. The goal was for it to be equal to or greater than the median growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school. However, for our general education population it was 56, and for our students with disabilities it was 51 in mathematics.

Measure 4: Tapestry Charter School also did not meet its goal when comparing first year students with those who have been a Tapestry for at least two years. When looking at all students, 14% of them met or exceeded the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. This is compared to 19% of students in their second year. Neither one of these groups of students came close to the 75% benchmark. Additionally, when the data is examined by grade level, there was no grade level of students who came close to this 75% goal.

### NWEA

#### 2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	461	56	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in	Low initial achievers	55	405	32	No

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	56	83	51	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>7</sup>	2+ students	75%	72	26%	No

### End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3	24	76	26	72
4	18	72	22	46
5	3	83	2	41
6	26	85	27	71
7	14	81	14	69
8	16	86	17	75
All	14	483	19	374

### End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	22	73

<sup>6</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>8</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

4	43	68
5	67	77
6	61	82
7	45	77
8	61	84
All	56	461

**ADDITIONAL EVIDENCE**

According to the above data, Tapestry Charter School’s students grew at the normed rate according to the beginning of year baseline score. The median growth of students with disabilities was lower than the median score of the school’s general education students. The median growth of students with low initial absolute achievement was lower than the typical growth of all students. 19% of students enrolled in at least their second year at Tapestry performed at the equivalent of grade level standards.

**ADDITIONAL CONTEXT AND EVIDENCE**

As with the NWEA assessment in ELA, there are many concerns and constraints on this data that can explain the lack of results, including the remote way in which many students took the exam this year. Since the assessment was given in both a remote and in-person setting, we cannot be completely sure that these results are valid and reliable. Similar to in ELA, we used multiple modalities to engage our families and ensure high participation rates of 461 students. As with the ELA assessment, in order to combat the multiple issues we had securing one to one technology for all of our students, we gave the NWEA in multiple small group sessions. We resorted to using phone, email, zoom, in-person and any other means necessary to engage students and parents. Our instructional coaches spent weeks doing their best to ensure every student took this exam.

**SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL**

Overall, Tapestry Charter School met some of its goals in regards to mathematics achievement as measured by the NWEA assessment. We are extremely proud of this, due to the challenging year we have had in developing and delivering instruction in new ways. This speaks to the rigor and the intention planning that ensured our students were still reaching grade level standards. We are hopeful that with a 100% in-person program next year that we can overcome these learning gaps.

**ACTION PLAN**

**K-4 Action Plan**

There are several action steps for the upcoming school year. First, we will develop a planning template to meet the needs of teachers in all settings (remote, in person, hybrid). This will allow us to easily pivot to all different modes of instruction based on our students’ needs. As such, we will also test and implement new online platforms to support teaching and learning.

Several things will also stay the same next year, as we will continue to alter pacing, and keep all assessments in tact. We will also continue to plan weekly with coaches to unpack standards, align and compact curriculum as needed in all settings and use data to make instructional decisions. Finally, we will continue to develop future teachers through our extensive Buffalo State College Partnership.

### 5-8 Action Plan

For the upcoming school year, math lab will be offered to students in 6th and 7th grade. Students will receive this class every other day. The focus will be on the shifts in common core standards including fluency, spiralized review of power standards, visual representation, and use of unit assessments to reteach as necessary.

Teachers will continue to meet with the instructional coach prior to the beginning of every module to unpack the skills needed to master the unit assessment with a focus on conceptual understanding. As a math department, teachers will focus on problem solving strategies using Polya's 4 stage process. They will examine student work using the NYS 3 pt rubric and criteria for success with problem solving to identify the learner-centered problem before identifying strategies to address these gaps.

For the third year, NWEA MAPS assessments were used to determine students' achievement and growth in math. NWEA MAPS was given two times this school year, an adjustment due to virtual learning and technology limitations in the start of the year. All students took the assessment remotely in a small virtual group with crew leaders. Students' scores in Decemeter were used at the base score and compared to the June results to determine the percentage of students performing above the 50th percentile as well as percentage of students that met or exceeded their growth goal.

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.

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam**

but were scheduled to sit for one during a cancellation 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 any exam.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort who sat for a mathematics exam and have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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)
2015	2018-19	75	0	20	27
2016	2019-20	78	0	8	10
2017	2020-21	76	14	6	10

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	80	9	75	12	62	10
2018	84	6	81	9	64	9
2019			82	12	20	55
2020					2	0

Goal 4: Absolute Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation 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 any exam.**

### RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort who sat for the exam and have achieved at least Performance Level 3 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

**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.

The calculation of this measure is not required for 2020-21.

**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.

The calculation of this measure is not required for 2020-21.

**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.

The calculation of this measure is not required for 2020-21.

**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.

The calculation of this measure is not required for 2020-21.

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8<sup>th</sup> grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8<sup>th</sup> grade who sat for the exam and achieved at least Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

<sup>9</sup> Based on the highest score for each student on the mathematics Regents exam

**Mathematics Goal: Additional Measure**  
 [Include additional measures that are part of the Accountability Plan.]

**METHOD:**

**RESULTS AND EVALUATION:**

**ADDITIONAL EVIDENCE:**

**SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL**

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	
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.	
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 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	

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

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

**GOAL 5: SCIENCE**

**ELEMENTARY AND MIDDLE SCIENCE**

**Goal 5: Science**  
 Write the school's Accountability Plan science goal here.

**BACKGROUND**

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8<sup>th</sup> grades. Provide a summary of the changes to the school's modality (in-person, hybrid, or remote) for science instruction throughout the year including any important changes to the science program or staff during the 2020-21 school year.

**METHOD**

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2020-21 school year. For example, a school might have administered an external, nationally norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

**RESULTS AND EVALUATION**

Brief narrative highlighting results that directly addresses the goal. The narrative should include, for example, discussion of by how much the school exceeded or fell short of targets, as well as notable performance in specific grades and student populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas. When possible, schools should provide specific growth and achievement results aggregated to the school and grade level in tabular form.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the science goal should report those results here.

<p><b>Science Goal: Additional Measure</b> [Include additional measures that are part of the Accountability Plan.]</p> <p><b>METHOD:</b></p> <p><b>RESULTS AND EVALUATION:</b></p> <p><b>ADDITIONAL EVIDENCE:</b></p>
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SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal. Schools with Accountability Plans containing science measures that are academic conditions on renewal should summarize the attainment of these conditions here.

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

HIGH SCHOOL SCIENCE

**Goal 5: Absolute Measure**

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

**METHOD**

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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**

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort <sup>10</sup>					
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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

**ADDITIONAL EVIDENCE**

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure’s target.

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

<sup>10</sup> Based on the highest score for each student on any science Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

### 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.

The calculation of this measure is not required for 2020-21.

#### ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Write the school's Accountability Plan social studies goal here.

### 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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**

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 Cohort who sat for the exam and have passed the exam with a comparison to previous years' performance.

U.S. 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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

**EVALUATION**

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

**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.

The calculation of this measure is not required for 2020-21.

**Goal 6: Absolute Measure**

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

**METHOD**

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

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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**

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2016 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance.

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)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

**EVALUATION**

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017						
2018						
2019						
2020						

**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.

The calculation of this measure is not required for 2020-21

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

### ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2018-19	
2019-20	
2020-21	

## APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).