



## **Tapestry Charter School**

# **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Rivera, K-4 Principal, Lindsay Lee, 5-8 Principal, Sara Hilligas, 9-12 principal, Jennifer Pangborn, Chief Academic Officer, and Eric Klapper, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

<b>Trustee’s Name</b>	<b>Office (e.g. chair, treasurer, secretary)</b>	<b>Committees (e.g. finance, executive)</b>
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**Eric Klapper has served as the Executive Director since 2016.**

## SCHOOL OVERVIEW

Tapestry Charter School's mission is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences that prioritize intellectual, social and emotional growth. Our vision for the future has evolved since we began in 2001, but our goals have remained the same. We want Tapestry to be a vibrant sustainable school that empowers learners and leaders to make a positive impact in our community and beyond.

Tapestry Charter School made its debut in 2001 as a K-4 school. Although it was initially a small intimate program for parents seeking a different schooling experience for their children, Tapestry has grown one grade per year until 2010 when we had completely expanded to a K-12 school. Our 2022-2023 school year enrollment of 1,108 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 22% of our students are white, 53% are African American and 15% are Hispanic /Latino. 71% of our students come from economically disadvantaged families, and 14% receive special education services. As was discussed during our charter renewal in December 2020, we have worked to increase our ESL population from previous years. It is currently at 2% of our population, but we are working to make this reflective of the growing number of new immigrants in our city.

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 2022-2023 school year, we have continued to modify each building's work plan and continue to create a cohesive K-12 experience for students.

The entire 2022-2023 school year was spent in an in-person model. Although school feels "back to normal" in many ways, we are fully aware of the deficits our students and families are now facing as a result of the pandemic. Our Director of Equity and Diversity helped us to better understand and reach the needs of all students and 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 continued to provide students in need with one to one technology access.

We continued to follow the work plan goals that we created in the summer of 2021 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.

## 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
2020-21	80	80	80	78	78	88	88	87	88	87	87	79	78	1078
2021-22	88	87	77	81	79	88	88	88	87	88	88	77	80	1097
2022-23	86	87	87	77	83	90	86	88	86	88	88	85	76	1108

## 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 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

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 30th
2020-21	2017-18	2017	76	0	76
2021-22	2018-19	2018	79	0	79
2022-23	2019-20	2019	75	2	73

### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation

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Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to 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 Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	75	3	78
2021-22	2018-19	2018	77	4	81
2022-23	2019-20	2019	74	1	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	0	1	1
2021-22	2017-18	2017	0	0	0
2022-23	2018-19	2018	0	0	0

### PROMOTION POLICY

At Tapestry our students must complete all of the prescribed courses according to NYS for a Regents or an Advanced Regents Diploma. This includes the following:

- 4 years of English
- 4 years of Social studies
- 3 years of Science
- 3 years of Math
- 1 year of foreign language

- 1 full art credit
- 4 years of physical education
- 1 year of health

In addition to NYS’s requirements for graduation we require our students to take the following:

- A fourth year of math
- A fourth year of science
- 4 years of Crew.

Students do have the option of opting out of a fourth year of math or science if they are opting into a course that is deemed more challenging and in line with their future plans.

Each year students complete their core classes and have the option to take elective courses. Our elective course offerings vary each year but have included:

- Say it Loud: Social Justice and Me
- Criminal Justice
- Sports Management
- Creative Writing
- World War II History
- Drawing and Painting
- Public Art
- Photoshop
- History of Hip Hop

In addition students are enrolled in co-requisite courses such as math lab as well as credit recovery courses such as Global tutorial.

## 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.

### **Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
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2021	85	91
2022	87	98

### Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

### 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)
2019	2020-21	88	97
2020	2021-22	87	83
2021	2022-23	85	88

### Graduation Goal Measures 3 & 4 - Absolute

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.

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

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	78	75	96
2018	2021-22	81	74	91
2019	2022-23	75	70	93

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

<sup>1</sup> 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.

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Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	78	96	96
2017	2021-22	78	78	100
2018	2022-23	81	73	90

### Graduation Goal Measure 5 - 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.

#### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	78	75	96	2291	78.5
2018	2021-22	81	74	91	2547	79
2019	2022-23	75	70	93	N/A	N/A

### Graduation Goal Measure 6 - 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.

#### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Earth Science	1	1	100

<sup>2</sup> 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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.

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Overall	1	1	100
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### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	1	100%

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Tapestry Charter School has met all of its high school graduation goals. The total graduation cohort from Buffalo City School has not yet been released.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	<span style="background-color: green; color: white; padding: 2px;">YES</span>
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.	<span style="background-color: green; color: white; padding: 2px;">YES</span>
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	<span style="background-color: green; color: white; padding: 2px;">YES</span>
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	<span style="background-color: green; color: white; padding: 2px;">YES</span>
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.	<span style="background-color: orange; padding: 2px;">Not Enough Information</span>
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.	<span style="background-color: green; color: white; padding: 2px;">YES</span>

### EVALUATION OF THE GRADUATION GOAL

While Tapestry Charter High School has always reached the majority of its graduation goals, this is the third year in a row that it has met all of its absolute and comparative graduation goals. Now that many COVID-19 Regents exemptions are phasing out, this is 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 2022-2023 school year. 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.

**ADDITIONAL CONTEXT AND EVIDENCE**

Our high school special education students are a subgroup that we continue to focus our efforts and attention on. This is the third year of our move to integrated co-teaching in the high school. Implementation has not been without barriers. Given the complexity of a high school schedule we have needed to increase staffing in our special education department. This has proven difficult given the market for teachers, We have moved to more of a departmental role for our special education teachers, moving certified content area teachers into special education roles. Moving into the 23-24 school year we will have a science special education teacher, two social studies special education teachers and two math special education teachers. While these teachers are often lacking the special education background they have the content area background to work with students. We have differentiated our weekly professional development in order to support all teachers but with specific PD focused on special education and co-teaching.

**ACTION PLAN**

For the last two years NYS has allowed for students to pass Regents exams with a score of 50 with a passing grade in the class coded as a SA. At the close of the 2022-2023 school year we saw growth in our passing rates in our students but primarily through the SA passing rate. Below you will find the data as of June 2023 for the 5 required NYS exams and the correlation to student growth measure on their HMH testing.

	HMH Reading on or	HMH Math on or above grade level	Living Environment	Living Environment SA	Algebra	Algebra SA	Global 10	Global 10 SA	English	English SA	US History	US History SA
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	above grade level											
<b>9th Grade</b>	24.50 %	55.40 %	50%	76.83 %	42.68 %	74.39 %						
<b>10th Grade</b>	31.30 %	58.60 %					86.05 %	52.33 %				
<b>11th Grade</b>	20.30 %	56.40 %							48.78 %	73.17 %	45.21 %	79.45 %

In each of our cohorts we are still very much feeling the effects of the pandemic in different ways. One area in which we have continued to notice a gap in the expected skills of students entering into high school is in math. The skills expected upon entering high school have shifted in recent years. Given the needs of students as well we will be offering six sections of Algebra next year, 6 sections of Algebra will allow for smaller sections of classes as well as the space for students who are repeating Algebra. Two-three of these sections will be co-taught by a certified math special education teacher.

In addition we have reworked our 9th grade schedule to allow for students to receive either additional support or extension. 9th grade students have the option of being enrolled in literacy intervention, math lab, honors, or an elective of their choosing. This will allow us to support students from their earliest grade level before we see gaps persist.

While the SA has supported students on the heels of the pandemic in achieving the pass rates necessary for graduating high school, there are still skill gaps that need to be addressed. By ensuring students are receiving the support they need early on in their high school career we can continue to focus on the goals of high school graduation and college and career readiness.

### 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.

At Tapestry, college prep starts in the ninth grade through our Student Led Conference process that focuses on college, career and citizenship. Students spend their first three years of high school exploring who they are as a learner and what interests them in their future. During their junior year all students were enrolled in Junior Seminar which is a dual enrollment course that explores college and career readiness skills. This class helps students examine their strengths and weaknesses, prepare for college level work, practice for the SAT and begin their career exploration.

In student's senior year they are enrolled in Senior Seminar which is individual time with their guidance counselor to prepare college applications, learn about financial aid and have someone to walk them through the entire college acceptance process.

In addition we hold two family nights specifically for the college prep process: a SAY YES scholarship night and a financial aid night. Those presentations are recorded so all families have access to them. We also partner with FAFSA and have a representative available to students and families.

This year we did bring back some college visits and held our in person college consortium which is a well attended event from regional schools.

In recent years we have noticed a trend towards more students choosing to explore career options and less wanting to enroll in post-secondary institutions. This is a national trend that has affected our students as well. As a school community our goal is to prepare our students to be successful in any field they choose. As we look to strengthen our program we continue to explore ways to ensure students are well prepared as citizens when they leave our doors. We will continue to find ways to engage students in the college preparation process while also exploring career fields and opportunities for students.

Over the course of the last seven years we have increased the number of dual enrollment and AP courses we have been offering at Tapestry. We currently partner with Buffalo State College, Erie Community College and this year we will partner with Canisius College to offer dual enrollment courses for our students. Traditionally dual enrollment courses have been offered at the highest level in different subject areas for students who are college bound. These courses would include calculus, Spanish 5 and college level humanities. Over the last two years we have focused on building out of our offerings of dual enrollment courses offered in order to effectively challenge all of our students and offer the opportunity for every student to engage with a dual enrollment course. Each year we attempt to offer 10 dual enrollment or AP courses to our students. During the 2022-2023 school year we offered:

- AP Biology
- Humanities 100
- Western Civilizations
- Spanish 4
- Spanish 5
- Algebra 2
- Pre-Calculus

- Calculus
- \*\*Math in the Real World
- Junior Seminar

\*\*Math in the Real World was an important addition to our course offerings as it allowed for all seniors to take a college level math course in their final year of high school either by taking pre-calculus, calculus or math in the real world which is an algebra based course focused on real world applications and problem based learning.

For the 2023-2024 school year we will not be offering Junior Seminar but will be adding:

- AP Physics
- Weight Lifting
- Yoga and Meditation
- World War II History

It is important to note that we engaged in a grant this year and worked with Equal Opportunity Schools to examine our higher level course offerings and accessibility. While we have expanded our AP course by adding physics, as an organization we feel that dual enrollment courses are a more equitable approach to higher course offerings for our students. Our students are taking these courses often for free or at a drastically reduced cost. AP courses require a fee and are contingent upon a specific score that measures their success in that course. By offering a robust offering of dual credit courses all students have the option of earning college credit before graduating high school.

In addition it is critical that we ensure enrollment in our AP and dual enrollment courses matches our overall school enrollment. We carefully track this demographic data and continue to increase our outreach to students to ensure all students are taking advantage of the most challenging courses we have to offer.

Demographic Data of 2022-2023 Dual Enrollment/AP courses:

Male	Female	Asian	Black	Hispanic	White	Free/Reduced Lunch
44.70%	55%	7%	60%	5%	25%	64%

**College Preparation Goal Measure 1 - Absolute**

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;

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- 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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Course	19	4	6
Passing a College Level Course	70	52	74
Advanced Regents Diploma	70	26	37
SAT CCR Benchmark	41	9	13
Overall	70	53	75

### College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

<sup>4</sup> Schools use any method listed above, 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.

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	75	40	53
2018	2021-22	78	35	45
2019	2022-23	N/A	N/A	N/A

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry Charter School met its college preparation goal for the 22-23 school year. There is not enough information available at this time in the year to determine if 75% of students will matriculate into college the year after graduation.

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.	YES
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

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not enough information
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EVALUATION OF THE COLLEGE PREPARATION GOAL

Tapestry was successful with one of two of its absolute goals for the 2021-2022 school year. This is largely due to the fact that Tapestry has worked diligently to offer rigorous coursework to prepare students for college. We ensure that our students take junior and senior seminar courses that are specifically designed to prepare students for college. We offer 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.

ADDITIONAL CONTEXT AND EVIDENCE

The percentage of graduates enrolled in college for the 2019 cohort is not yet available. We anticipate that the matriculation rate for the 2019 cohort will be available in November or December 2023.

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 and 2017 cohorts due to the pandemic.

ACTION PLAN

When we review our data there is an obvious gap between the performance of our special education students and our general education students. Our special education students are not enrolling in advanced courses or earning advanced regents diplomas at the rate in which our general education students are. We are in our third year of an integrated co-teaching model and our professional development this year will be focused specifically on progress monitoring and co-teaching methods in order to increase the performance of our special education students and increase opportunities.

GOAL 3: ENGLISH LANGUAGE ARTS



BACKGROUND

**Background for Grades K-4**

For the 2022-2023 school year, we implemented our new curriculum, the EL Education Modules. Teachers were committed this year to ensuring the new curriculum and its assessments were implemented with integrity. Every grade level team spent many hours working with our instructional coaches and EL consultant on unpacking assessments, lesson planning, analyzing assessment data, and differentiating instruction.

In addition to the new ELA curriculum, grades K-2 implemented From Phonics to Reading to target specific phonics skills needed to become proficient in reading and writing. The program showed much growth for our K-2 student population and we will continue utilizing the 30-minute (stand-alone) block to continue working towards having all K-2 students on grade level.

To ensure our students had opportunities to work with phonics, we built a 30-minute Phonics block into our daily schedule for grades K-2. Teachers use the research-based From Phonics to Reading program, as a whole group lesson. This program provides students with scaffolded lessons on blending, and decoding, while also giving teachers important data to drive their small-group instruction, while progress monitoring throughout the year.

All of the data tracked through the CBM, EL Modules and the phonics brought valuable data points to RtI.

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

For the 2022-23 school year, Tapestry continued with 100% in-person instruction. EL Modules were used for 5-8th Grade ELA curriculum. All ELA teachers used three (of four) modules, each of which culminated in a high quality writing piece. Teachers developed a high quality work process that provided students with models and rubrics and provided a continuous cycle of feedback. For grades 6-8, the third module was used as the springboard for a cross-curricular learning expedition during the last quarter of the school year. The change in 5th-7th grade ELA structure from 1 to 2 periods a day ensured that all students received an additional literacy class every other day. Depending on reading ability, students either received small group Tier 3 instruction with a Literacy Specialist or Tier 1/2 instruction with the General Education (ELA) teacher.

Throughout the year, the ELA Consultant coach and Tapestry Instructional Coach met with the ELA and Literacy teachers to facilitate lesson development and support teachers through coaching cycles. There was a focus on creating a culture of writing through the Writing Initiative professional development (writing to learn; learning to write). Teachers continued to use eDoctrina for summative assessments, allowing data analysis to take place frequently. All grade-level ELA teachers used the Winter Interim to target areas of weakness for focused instruction leading up to the State exams.

**Background for Grades 9-12**

During the 2023-2024 school year we faced significant barriers in our ELA department. Early in the school year our 11th grade ELA teacher left for medical reasons. We were able to internally shuffle the department, putting a second year teacher in the ELA role and moving a teaching partner into the 9th grade ELA role. We had a vetted and strong ELA curriculum in place for our 9th grade students and that teacher found much success with coaching and support. Our 11th grade teacher struggled with building relationships and managing the classroom environment. In March he decided to pursue another career. Given the timeline and the importance of that 11th grade year we did not externally fill the posting but rather had our 12th grade ELA teacher and our honors teacher take on the sections.

Given the turnover in 11th grade and the challenges that cohort has faced academically the students performed well but the turnover shed light on an issue we had been struggling with for years: the need for a vetted and consistent 9-11 grade ELA curriculum. After careful investigation into existing curriculums ( Engage NY, New Visions), none felt that it completely fit the rigor, accessibility, and engagement that we were looking for. We contracted with Deb Lindsay, from EL Education, to work with our teachers to align and redesign our English curriculum. In addition we will be working with Deb to provide professional development to all of our teachers on high leverage close reading strategies. This feels monumental in that it is now aligned K-12 for our students.

**ELEMENTARY AND MIDDLE ELA**

**ELA Measure 1 - Absolute**

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

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

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	71	0	8	1	0	0	0	79
4	77	0	5	0	0	0	0	82
5	76	0	11	3	0	0	0	86
6	76	0	11	3	0	0	0	87
7	54	0	22	3	0	0	0	76
8	83	0	4	2	0	0	0	87
All	437	0	61	12	0	0	0	498

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	71	23	32	64	21	33
4	77	27	35	66	25	38
5	76	27	36	63	21	33
6	76	37	49	71	35	49
7	54	24	44	46	19	41
8	83	44	53	78	41	52
All	437	178	41	388	162	42

#### ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

Retrieved from: <https://data.nysed.gov/essa.php?instid=80000052968&year=2022&createreport=1&38ELA=1>

### 2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33	64	24	1962
4	38	66	19	1912
5	33	63	16	1735
6	49	71	36	1860
7	41	46	22	1877
8	52	78	28	1746
All	42	388	24	11092

### ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
		Actual	Predicted	
3	71.6	30.3	40.2	-0.52
4	75.9	20.3	33.3	-0.75
5	71.6	17.7	31.7	-0.87
6	63.6	48.6	54.8	-0.37
7	69.3	29.0	43.4	-0.78

<sup>8</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
		Actual	Predicted	
8	79.3	51.3	43.1	0.44
All	72.0	33.0	41.0	-0.46

**ELA Measure 5 - Growth**

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

**ELA INTERNAL EXAM RESULTS**

During 2022-23, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAPS Assessment

**Grades K-4 Internal Exam Results**

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved 49.2% growth within ELA. While we have not met our yearly goal for the 2022-2023 school year our students improved overall by 7.5% from the previous year.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Classroom	Reading
Beal	68.8%
McNamara	43.8%
Sellitto	42.9%
Ciotuszynski	30.0%
Knapp	56.3%
Coleman	27.3%
Burhans	35.3%
Lucas	71.4%
Abramo	58.3%
Chilson	55.0%
Moore	28.6%
Becker	45.0%
Callanan	60.0%
Mayham	66.7%
TOTAL	49.2%

### Grades 5-8 Internal Exam Results

Prior to the 2022-23 school year, ELA teachers created their own Interim Assessment. Analyses of test results last year shed light on inconsistent practices. For the 2022-23 school year, the instructional coach created all interim assessments for grades 5-8 ELA using state testing calibration for text complexity and question stems for evaluating mastery of standard. The chart below indicates the percentage of students who demonstrated proficiency (equivalent to a 3 or 4 on the state test) on the three interim assessments over the course of the school year. Additionally, using NWEA’s published “MAP Growth Cut Scores for NYSTP Proficiency”, we have tracked the anticipated percentage of students who will receive a 3 or 4 on the state test based on their NWEA scores over the course of the school year.

Whole School		5	6	7	8	MS
<b>MKS</b>	"Standardized" Test Proficiency					
	'22 State Test	20.0%	18.0%	49.0%	29.0%	29.0%
	Fall Interim	31.3%	38.3%	21.6%	33.3%	31.1%
	Winter Interim	25.6%	34.9%	32.9%	30.2%	30.9%
	Final Exam	36.5%	50.6%	51.4%	31.0%	42.0%
	NWEA READING overall					
	BOY	22.5%	20.7%	20.7%	25.0%	22.2%
	MOY	23.5%	27.6%	29.6%	27.3%	27.2%
EOY	25.6%	40.0%	35.1%	29.9%	29.5%	

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Since this is the first year that students have been tracked in this manner, it is difficult to say if the resulting trends are a reliable predictor of how the student body will perform on the state assessment. Once state test results are released, a comparison can be made. What the interim assessments did provide was a way to shed light on trends regarding mastery of standards, test taking strategies, and gaps in writing structures.

NWEA MAPS assessments continue to be used to determine students’ achievement and growth in reading. In the past, all students took the assessment at the same time regardless of which content class they were in. This year, students took the assessment while they were in their ELA class after reviewing prior test results and setting personal goals. This change was instituted at the request of ELA teachers who felt students would be more focused and “bought into” the assessment. Student attitude about the test and the test results themselves were encouraging. Results are summarized in the chart below.

<b>NWEA READING SCORES</b>		<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Middle School</b>
<b>Fall to Spring Growth</b> Percentage of Students Who Met or Exceeded Their Growth Goal		<b>63.2%</b>	<b>65.0%</b>	<b>76.1%</b>	<b>72.6%</b>	<b>69.1%</b>
<b>Spring to Spring Growth</b>		<b>42.6%</b>	<b>61.1%</b>	<b>70.6%</b>	<b>73.8%</b>	<b>63.0%</b>
<b>% of projected growth met</b>		117%	140%	162%	206%	
<b>Average RIT Score Growth (Fall to Spring)</b>						
Grade Level		<b>6.8</b>	<b>7.1</b>	<b>9.2</b>	<b>7.0</b>	
Tier 1 & 2		6.4	8.4	8.5	6.2	
Tier 3		8.4	4.8	10.4	12.5	
Reading Growth Norm* Fall-Spring		6.5	5.19	4.16	3.65	
<b>Median Percentile</b>		students who attended Tapestry Spring '22 through Spring '23				
Previous Spring ('22)		40	40	38	35	
Fall		37	41	29	40	
Winter		41	47	44	43	
Spring ('23)		40	46	50	45	

Note that NWEA has observed a decline in student achievement in recent years, as well as lower growth norms. This is consistent with declines reported on the National Assessment of Educational Progress. Considering the reported national trends, this year’s growth in reading scores across the middle school is

remarkable. It will be important to analyze whether or not student growth translates into higher state test scores.

Science, Humanities, and ELA teachers shared ideas and protocols around improving writing and tracked “case study” students’ writing over the course of the year. The 8th grade team in particular made a concerted effort created a “culture of writing” and to use the language and tools across content areas when it came to both short and extended writing pieces. The 8th grade student surveys uncovered the following:

- In the Winter, 26 students stated that they agreed or strongly agreed that they have positive feelings about writing . In the Spring, 49 students stated that they agreed or strongly agreed that they have positive feelings about writing.
- In the Winter, 61.5% of students applied writing strategies learned in ELA to other classes. By Spring, the percentage went up to 77.1%.

**SUMMARY OF THE ELA GOAL**

Overall, Tapestry did not meet its absolute goal of 75% of all tested students in their second year performing at proficiency on the NYS English Language Arts exam for grades 3-8. There is no data available to substantiate the other measures. Tapestry did not exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above, but this was based on 21-22 data so is not indicative of this year’s performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NO
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Data not Available
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Tapestry fell short of expectations in regards to the absolute and comparative measures available. However, we have shown remarkable growth when compared to our 21-22 data as show in the table below:

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 3	32.3	33	+0.7
Grade 4	16.4	38	+21.6
Grade 5	10.5	33	+22.5
Grade 6	16.1	49	+32.9
Grade 7	16.1	41	+24.9
Grade 8	15.7	52	+36.3
All	18.2	42	+23.8

### 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, unexpected challenges arising from the administration, etc. 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 Elementary/Middle ELA goal should report those results here.**

Over the next year we plan to extend our Implementation Plan for the EL Education 3-8 modules into year two for K-4. We have drafted the scope of work for the 23-24 school year: [Tapestry Lower School Proposal for Services\\_ 2023-2024](#). With this scope of work in place we are confident that along with the walk-throughs there will be an emphasis on a second year of strong implementation for K-4 teachers. This year we are being mindful of the turnover that we have seen in grades 3 & 4 (testing grades) and ensuring that they all have access, professional development and ongoing support from instructional coaches. We will continue to use our current diagnostic assessments, NWEA benchmarking and pairing this with our pre, mid and end of mod curriculum based measures.

**Additional Context Grade 5-8**

The Writing Initiative that was started last year will continue in 2023-24. The action plan is to have the 8th grade teachers and instructional coach support teachers in their efforts to create a culture of writing and use common language and tools across grade levels and departments. Students will be surveyed about their perspectives about writing at two different points over the course of the year to see how attitudes and beliefs have changed and student work will be analyzed to look for trends. Teachers will continue to collaborate with one another, by department and by grade level team, to share ideas, protocols, and strategies that help students become deeply engaged in writing. This will then be used when analyzing the data from the 23-24 NYS Tests, specifically on constructed responses. In year two of this initiative we plan to implement across the 5-8: [Writing Initiative Kickoff](#).

**ELA ACTION PLAN****Grades K-4 Action Plan**

In the 2022-23 school year Tapestry worked with an outside EL Education consultant and our own ELA instructional coach to implement the EL Education ELA Modules. After two years of rigorous vetting of curricula and program and taking this through an equity audit and ensuring we chose a program that was aligned to science of reading, AND brought joy to both students and teachers, the implementation of year one was strong. The scope of work for year one is outlined here: [Tapestry Lower School Proposal for Services 2022-2023](#).

The implementation of this program also afforded a 30 minute stand along phonics block using Phonics to Reading for the second year for K-3 students. Within both blocks we knew that data collection, tracking and analyzing would be critical. Therefore, we worked with our consultant to build out data trackers for each teacher that were based upon standards that aligned to our report cards for accuracy and alignment of the program. The [EL Module Assessments](#) can be found here. Much of the professional development and week to week coaching centered around the implementation and unpacking of the new curricula.

**Grades 5-8 Action Plan**

An attempt to “standardize” interim assessments was made last year. Once state test results are published, an analysis will be done and potential adjustments to interim assessments will be made. Additionally, with the move by the state to computer-based testing (5th and 8th grade in 2023-24), interim assessments will begin to be administered through eDoctrina. The instructional coaches will be

working with the 5th and 8th grade teachers in particular to identify areas of weakness in the student population when it comes to online assessments, and to develop strategies for students to use.

ELA teachers continue to use the EL ELA Modules. The instructional coach will be working with teachers to be intentional in *how* instruction is provided, with a focus on rigor (probing questions, strategic scaffolding, student reflection). Our ELA consultant will be spending time with teachers to: 1) provide professional training around high impact instructions and 2) look at data from summative assessments to inform instruction.

The 5th-7th grade ELA structure continues with a double block of ELA every other day, and 1 block of ELA/1 block of Literacy on the opposite day. Based on the reading comprehension growth we witnessed this year, we feel that the shift to this structure has been successful, as it ensured that teachers have time to address foundational comprehension, decoding, and vocabulary skills. The focus with literacy in 2023-2024 is on Tier 2 instruction. Teachers will be providing guided reading instruction during the literacy block to students who need some additional support. 8th grade students who need Tier 3 literacy support will receive it every other day opposite their Spanish class.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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.

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.<sup>10</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>11</sup>

<sup>10</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>11</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	76	75	0	0
2018	2021-22	79	79	0	0
2019	2022-23	74	0	26	35

### High School ELA Measure 2 - 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.

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.

### 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)
2017	2020-21	76	75	1	100
2018	2021-22	74	0	55	74
2019	2022-23	74	0	55	74

### High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

**High School ELA Measure 4 - Comparative**

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 Institute does not require charters to report on this measure for 2022-23

**High School ELA Measure 5 - Comparative**

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 Institute does not require charters to report on this measure for 2022-23

**High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

**High School ELA Measure 7 - 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 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.

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.

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	77	N/A	N/A
2019	2022-23	39	0	10	26

### High School ELA Measure 8 - 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 Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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.

### 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)
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	79	N/A	N/A
2019	2022-23	39	0	26	67

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Tapestry Charter School did not meet any of its High School English Language Arts goals.

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.	<b>NO</b>
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	<b>NO</b>

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <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.	NO
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.	NO

### EVALUATION OF HIGH SCHOOL ELA GOAL

While Tapestry did not meet its high school ELA goals, were were closest on the following measures:

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.
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Tapestry had 74% of its students meet the performance level 3. Five more students would have had to perform at this level for Tapestry to meet this benchmark.

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.
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Tapestry had 67% of its students meet the performance level 3. Six more students would have had to perform at this level for Tapestry to meet this benchmark.

**ADDITIONAL CONTEXT AND EVIDENCE**

At Tapestry High School we have students who are reading well above and well below grade level. We have students who are reading to learn and we have students who are still struggling with learning to read on a high school level. We have literacy intervention classes for students in grades 10-12 and next year we have reworked the schedule to add literacy intervention in 9th as well. We recently purchased Ascend Smarter curriculum to work with our struggling readers. This was our first year using the program but our literacy specialist feels optimistic that it will support our most struggling of readers.

**ACTION PLAN**

This year we made the programmatic decision to switch our nationally normed reading and math assessments to the HMH assessment measure. While the NWEA provides detailed information it was not always the reports our teachers needed to accurately track growth and achievement. In our first year of administration we found that the HMH reports, in particular for ELA, were easily accessible to teachers. In addition, the test itself was a much more meaningful and manageable assessment for students to complete which in turn meant that our students were putting effort into the assessment and cared about seeing growth in their scores.

The majority of our students grew during the course of the school year however not all of our students met their growth goal as indicated by the HMH. Recognizing the significant impact that reading has on all aspects of a students schooling experience reinforces the importance of a strong curriculum and consistent strategies that allow for deeper learning and comprehension.

Course	Number of Students Tested	Percent who met goal indicated by HMH	Percent who grew from previous test
ELA 9	86	53.49%	66.28%
ELA 10	83	53.16%	47.56%

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ELA 11	75	49.25%	62.69%
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In addition to the HMH growth measure our teachers engage in interim analysis twice a year. Much of our work over the last three years has been around alignment of assessments of standards and state tests. With the turnover of our ELA teacher we saw only a weak correlation between the interim exam and the final results on Regents exams:

Course	Passing Percentage Oct	Passing Percentage Jan	Percent Passing >65	Percent Passing >50	
ELA 11	N/A	31% not curved (full exam)	48.78%	73.17%	weak correlation

Moving into the 2023-2024 school year we will continue to differentiate our weekly professional development, with specific professional development for our new teachers in years 1-3. For our veteran teachers we will engage them in three professional learning cycles where they will explore an inquiry question as it pertains to deeper learning and critical thinking. Teachers will opt in to the area that best fits the goals they have for their students. These three areas of exploration are below:

Academic Writing (need criteria to judge this)	Grappling to Transfer Knowledge	Explaining & Justifying Answers (need criteria)
<p><b>Teacher Goal to:</b></p> <ul style="list-style-type: none"> <li>• My students would be able to write a claim, evidence, and reasoning without sentence starters.</li> <li>• Deeper learning in my classroom would look like being able to pull more outside information from documents (content) for their writing.</li> <li>• Stronger writing samples from my students.</li> <li>• I would like to see students helping each other with writing, especially with writing feedback.</li> <li>• Concept Maps, making connections to previous units, being able to articulate in writing their outside information.</li> <li>• Students talking to each other about content and developing original ideas.</li> </ul>	<p><b>Teacher Goal to:</b></p> <ul style="list-style-type: none"> <li>• Students would be working independently on problem solving. They would be able to connect previous learning with new skills easily.</li> <li>• A space that allows for inquiry that goes beyond the lesson. Allows the students to explore techniques and critique of work and discussion of intimate meanings of work</li> <li>• Students taking risks and pushing their creativity outside of what is expected.</li> <li>• Have students grapple with questions more and not give them the answers right away.</li> <li>• Students use knowledge gained earlier in the unit to support their reasoning.</li> <li>• Students are consistently working together to solve more complex problems.</li> <li>• Students would grapple with little guidance and continue to persevere through difficult problems</li> <li>• More protocols to reconnect the topics learned.</li> </ul>	<p><b>Teacher Goal to:</b></p> <ul style="list-style-type: none"> <li>• Students show creativity in assessments and can reflect on their own learning.</li> <li>• Students are able to answer AP questions better.</li> <li>• Students can justify their answers with lots of detail that goes beyond superficial surface answers.</li> <li>• Students can answer the guiding question using details from every part of the unit.</li> <li>• Have students explain their answers more frequently</li> <li>• Students use knowledge gained earlier in the unit to support their reasoning.</li> <li>• Students will build on ideas to answer guiding questions more completely as the unit goes on.</li> </ul>

## GOAL 4: MATHEMATICS

### BACKGROUND

#### Grades K-4 Background

Tapestry continues implementing the K-4 EngageNY math curriculum for our Tier 1 instruction throughout K-4. Our math coach currently works with all grade-level teams to plan lessons, analyze assessments, and utilize data to drive instruction and re-teaching. Weekly, grade level teams plan with the math coach, specifically around implementing our [math curriculum](#). This includes lead teachers and teaching partners as well as any special education, Integrated co-teachers or consultant teachers and an ELL teacher when applicable. During these after school planning sessions they follow a co-created agenda where they ensure that all voices and ideas are heard. Coaches lead the sessions while they

unpack standards, look at pedagogical approaches and use the data from exit tickets to drive and tailor instruction to the needs of their classrooms of students.

Each of the grade levels implements pre-assessments, mid-module and end of module assessments. After each of the assessments, teachers are accountable to filling in their color coded data trackers and [math DATA spreadsheets](#). This is an excellent data collection system that is utilized to group students for review of standards as they work towards mastery, which aligns with our standards based report cards, and is transparent so that anyone who requires access to student data can access it in one place.

In an effort to increase our mathematics growth NWEA and NYS scores, we implemented a tier 2 math program, Bridges in October of 2022. In order to accommodate this intervention we started by devoting 30 mins in our daily schedule to this program. By adding an additional 30-minute math block to our K-4 daily schedule, teachers have been able to address our current math deficits. This data was also used as a progress monitoring tool when meeting with our Response to Intervention (RTI) teams. Teachers have created Bridges data binders. These binder were essential in the year one implementation of the program. This next school year we look forward to taking it to the next level by including Bridges in our (strategic) work plan as a goal with a more focused use of data.

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

In August, professional development was focused on unpacking the NextGen standards and shifts in pre and post standards. Teachers examined the snapshot and crosswalk documents from NYS Education Department to identify adjustments to current standards, the removal of old standards, and addition of new standards. The instructional coach provided a pacing guide for each grade level that allowed additional time to teach the 4-7 power standards. Power standards were identified through analysis of the NYS released questions which had a frequency of being assessed more than 5%.

For the 2022-2023 school year, teachers continued to use the curriculum from the previous year. In 5th grade, the teacher used the modules from Eureka Math while 6th-8th grade teachers used Fishtank Learning. Instruction was focused on using the Workshop 1.0 model.

During weekly co-planning meetings, the instructional coach met with the math teacher and special education teacher to identify questions/prompts and discussion protocols to prepare students for their daily exit tickets.

One change to the math department was the creation and implementation of a consistent 5th-8th grade math rubric. Using the NYS 3 point constructed response rubric, the math department created a 10 point exit ticket rubric.

<p><b>Proficient (10 points):</b></p> <p>The response demonstrates a <i>thorough</i> understanding of the mathematical concepts and/or procedures in the task. This means the solution:</p> <ul style="list-style-type: none"> <li>Appropriately addresses all aspects of the task,</li> <li>Arrives at a correct answer(s), and</li> <li>Provides sound procedures, reasoning, and/or explanations.</li> </ul> <p>May contain an inconsequential error.</p>
<p><b>Developing (8.5 points):</b></p> <p>The response demonstrates a <i>partial</i> understanding of the mathematical concepts and/or procedures in the task. This means the solution:</p> <ul style="list-style-type: none"> <li>Appropriately addresses most but not all aspects of the task,</li> <li>Arrives at an incorrect answer, but</li> <li>Provides sound procedures, reasoning, and/or explanations, and</li> <li>Contains a minor conceptual/procedural error.</li> </ul>
<p><b>Beginning (7 points):</b></p> <p>The response demonstrates only a <i>limited</i> understanding of the mathematical concepts and/or procedures in the task. This means the solution:</p> <ul style="list-style-type: none"> <li>Appropriately addresses some elements of the task,</li> <li>Arrives at an incorrect answer,</li> <li>Provides reasoning that is faulty or incomplete, and</li> <li>Contains more than one conceptual and/or procedural error.</li> </ul> <p>May contain the correct answer(s), but required work is limited.</p>
<p><b>Incomplete (5.5 points):</b></p> <p>A response is incorrect, <del>irrelevant</del>, incoherent, or contains a correct solution obtained using an obviously incorrect procedure.</p>
<p><b>Blank (0 points):</b></p> <p>Student didn't write an answer or wrote something irrelevant such as, "I don't know."</p>

During monthly math department meetings, teachers advocated for learning how to support student’s problem solving strategies. From What Works Clearinghouse, teachers read two articles on “Improving Mathematical Problem Solving in Grades 4-8” and “Organizing Instruction and Study to Improve Student Learning”. Each month, 1-2 of the recommendations were examined before teachers identified how they would use this strategy in their room. Informal lesson studies were conducted to see the implementation of some of the strategies or work samples/lesson plans were brought to the department meeting.

After receiving the results of the 2021-2022 NYS math assessments, the math specialist’s role was adjusted to focus on supporting 6th grade. This would allow all 4 sections to have a co-teacher (either the math specialist or integrated co-teacher). Co-planning meetings were heavily focused on co-teaching strategies to maximize academic growth.

In 5th grade, the intervention period was restructured to allow the math teacher to see each section once every four days. During the weekly data meetings, the instructional coach and math teacher would identify areas of focus based on exit ticket data or performance on the previous module assessment.

**Grades 9-12 Background**

At Tapestry High School we firmly believe that math is accessible to all students and that all students can achieve when given the opportunity and support needed. In Algebra and Geometry we follow a co-requisite model, offering a math lab for students that struggle with the content. In addition, we require all students who pass Algebra to take geometry as we believe that tracking students on a math pathway would eliminate the possibility for advanced coursework in the future.

Given the pandemic and the skill gaps we see in math we made the decision to create more, small sections of Algebra. In the 2023-2024 school year we will have 6 sections of Algebra (as opposed to four previously). Two of these sections will be co-taught math classes with a certified math special education teacher.

**ELEMENTARY AND MIDDLE MATHEMATICS**

**Math Measure 1 - Absolute**

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusa l	ELL/IE P	Admin error	Medicall y excused	Other reason	Took Regents	
3	69	0	10	3	0	0	0	0	79
4	76	0	6	0	0	0	0	0	82
5	76	0	12	4	0	0	0	0	88
6	67	0	20	4	0	0	0	0	87
7	58	0	18	3	0	0	0	0	76
8	80	0	7	4	0	0	0	22	87
All	426	0	73	18	0	0	0	22	499

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### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	69	17	25	62	14	23
4	76	28	37	65	27	42
5	76	19	25	63	14	22
6	67	16	24	63	15	24
7	58	28	48	49	25	51
8	80	38	48	75	36	48
All	426	146	34	377	131	35

#### Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### Math Measure 3 - Comparative

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

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

### 2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23	62	23	1977
4	42	65	15	1917

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5	22	63	13	1693
6	24	63	16	1770
7	51	49	11	1775
8	48	75	12	1504
All	35	377	16	10760

Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&38MATH=1>

### Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	71.6	31.5	40.9	-0.44
4	75.9	15.2	32.5	-0.87
5	71.6	8.1	29.5	-1.18
6	63.6	15.7	35.6	-1.08
7	69.3	15.6	28.5	-0.67
8	79.3	15.5	18.0	-0.13
All	71.7	17.0	31.3	-0.75

### Math Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

**MATHEMATICS INTERNAL EXAM RESULTS**

**Grades K-4 Internal Exam Measures**

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved 43% growth within Math. While we have not met our yearly goal for the 2022-2023 school year we did see a slight increase.

Math Winter: [NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score Winter 23](#)

Grade		% Met growth target per classroom for Math Winter NWEA
<b>First Grade</b>		
Megan C.	First Grade	15.0%
Hannah M.		36.8%
Emily S.		45.5%
Megan B.		50.0%
<b>Second Grade</b>		
Caitlin C.	Second Grade	31.8%
Cynthia B.		27.8%
Jenna K.		35.0%
Krystina L.		33.3%
<b>Third Grade</b>		
Becky A.	Third Grade	50.0%
Seanna C.		34.8%
Erin M.		21.7%
<b>Fourth Grade</b>		
Rachael B.	Fourth Grade	54.2%
Emily M.		45.0%
Madeleine C.		37.5%

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Molly P. 8:1:1	8:1:1	N/A
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Math Spring: [NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score Winter 23](#)

Classroom	Math
Beal	47.4%
McNamara	56.3%
Sellitto	38.9%
Ciotuszynski	15.0%
Knapp	57.9%
Coleman	22.7%
Burhans	20.0%
Lucas	33.3%
Abramo	78.3%
Chilson	47.6%
Moore	15.8%
Becker	56.5%
Callanan	58.3%
Mayham	58.8%
TOTAL	43%

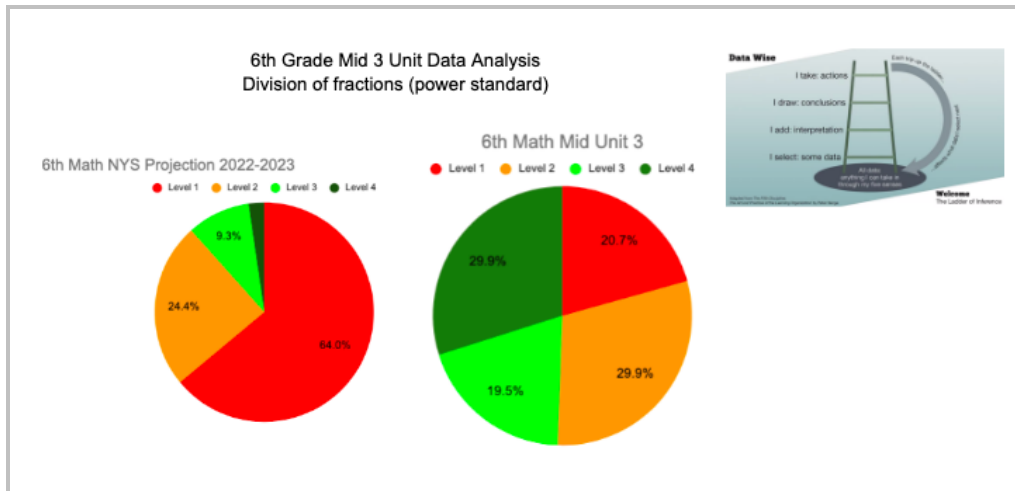
One other internal measure that we used is the curriculum based measures of pre, mid and end of module assessments. This paired with the data that we use from benchmarking and our Bridges intervention groups are driving the next instructional steps.

The decision to eliminate “interims” for grades 1-4 was both continued and adhered to in the 2022-23 school year. In conducting an assessment audit, we concluded the K-4 was over assessing our grades 1-4 students. In eliminating interims, that allowed the K-4 to maximize instructional time, improved pacing

and helped facilitate the shift back to using the CBM’s of the modules along with daily exit tickets. This data was much more efficient and helped to group students during guided math.

**Grades 5 - 8 Internal Exam Measures**

Another change to the 2022-2023 school year was the alignment of the mid and end of unit assessments. In previous years, teachers had the choice to use the curriculum’s provided assessments or make changes as needed. This year, the instructional coach used the performance level descriptions document along with the released questions to build assessments written to a level 3 or 4. The mid-unit assessments were written using multiple choice questions while the end of unit assessments mirrored NYS assessments with both multiple choice and a variety of 2 pt and 3 pt constructed questions. Tests were administered in edoctrina. After the assessment, the math teacher would meet with the instructional coach, principal, and chief academic officer to analyze the class reports. Using the NYS assessment raw scale score conversion, student’s scores were converted into level 1-4. They were then compared to NWEA’s projection on the NYS assessment. Using Harvard’s Data Wise framework, teachers would examine the error analysis report to identify their notices, interpretations (what were the misconceptions), and drawing conclusions (creating an action plan for reteaching). The following unit assessment would then include 1-2 questions from the previous unit to help identify if the reteaching strategies impacted student performance.



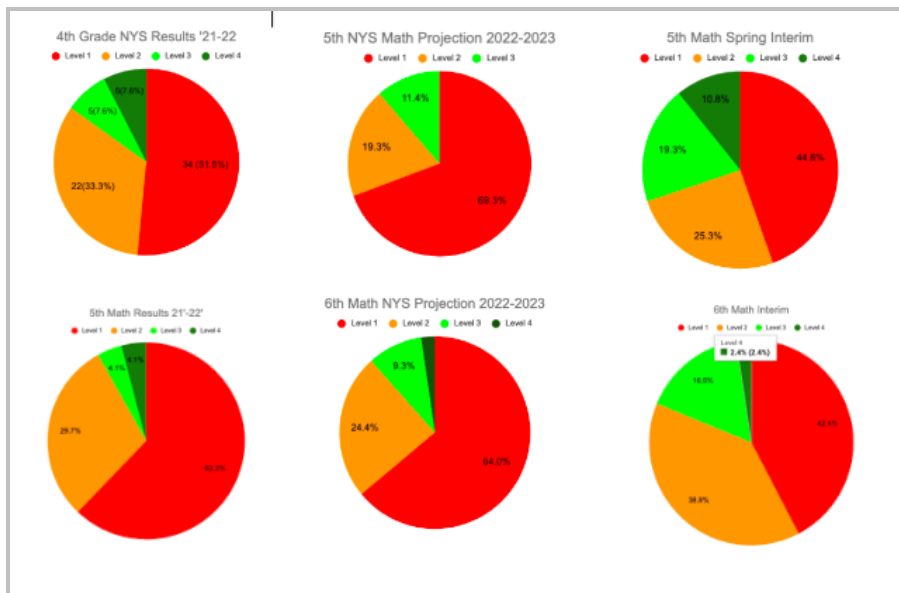
Instead of having 2 co-planning meetings each week, the instruction coach met with teachers a second time to examine exit ticket data. Using a data note-catcher and protocol, the teacher and coach examined trends in student performance. Common misconceptions were identified and the

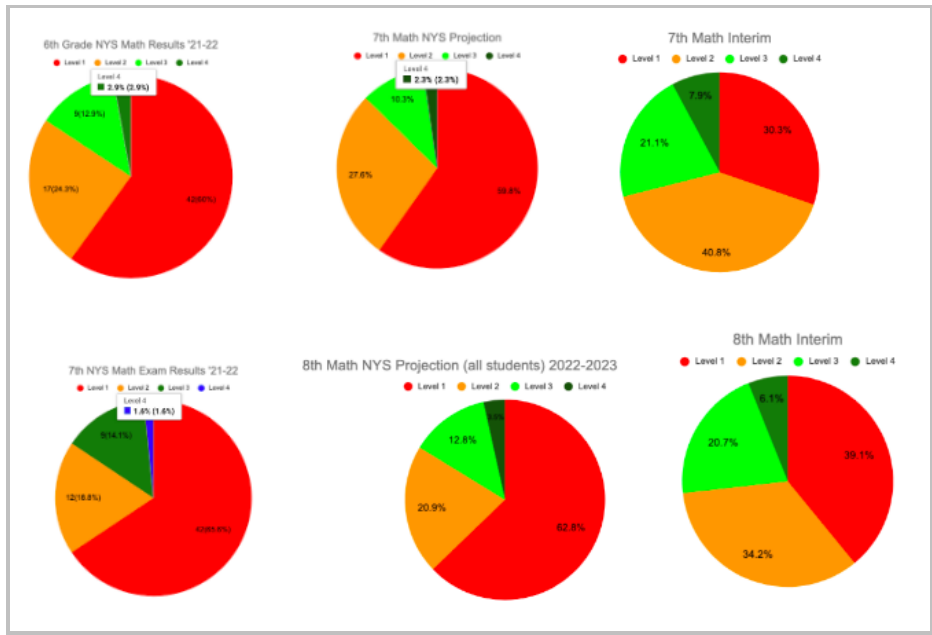
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instructional coach provided resources for reteaching. Teachers then identified which day the following week would be utilized for a workshop day. This class was then focused on teaching in small groups to the pre-identified misconceptions and independent practice to strengthen students' fluency skills.

Exit Ticket	What do kids need to know?	What were the misconceptions/mistakes?	Reteaching Strategies
1.2	Represent ratios with drawings and order matters	<ul style="list-style-type: none"> <li>Not reading the question all the way through and only answering part of the question</li> <li>Had correct but didn't draw visual</li> </ul>	<ul style="list-style-type: none"> <li>enforce visuals</li> <li>Box the question and make sure they understand before they start</li> </ul>
	Part to whole ratios	<ul style="list-style-type: none"> <li>Not close reading to find the total</li> <li>Not drawing diagrams/any strategies</li> </ul>	<ul style="list-style-type: none"> <li>Write out labels</li> </ul>

With the usage of weekly workshop lessons, the math department decided to not administer a November interim. Unit assessments were already aligned to the NYS assessment and teachers felt they hadn't gotten through enough curriculum. In March, students took a math interim. The instructional coach created the assessments, where a majority of the questions were aligned to the power standards. The test included multiple choice questions as well as 2 pt and 3 pt constructed response questions. The following week, teachers met with the instructional coach to examine the results and create an action plan for reteaching.





During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAPS Growth

NWEA assessments were administered in September and June. On average, all students met the goal of 60% of students meeting or achieving their growth goal. In 6th-8th grade, students showed more than double the average RIT growth. When comparing student’s spring 2022 to spring 2023 median percentile rankings, 6th-8th grade students showed growth of 10 percent.

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<b>NWEA MATH SCORES</b>	<b>5th Grade</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Middle School</b>
<b>Fall to Spring Growth</b>					
Percentage of Students Who Met or Exceeded Their Growth Goal	55.6%	67.5%	72.2%	66.3%	65.4%
<b>Spring to Spring Growth</b>	44.6%	67.1%	70.8%	69.3%	63%
RIT Score Growth Norms	11	8	6	4	
Average RIT Score Growth	8	15	17	18	
<b>Median Percentile</b>	students who attended Tapestry Spring '22 through Spring '23				
Previous Spring ('22)	27	24	27	29	
Fall	24	22	26	30	
Spring ('23)	25	34	36	39	

### SUMMARY OF THE 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.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Data Not Available
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Tapestry fell short of expectations in regards to the absolute and comparative measures available. There is not enough data available to compare to the home district, although it can be assumed based on past performance that we would meet this accountability measure.

ADDITIONAL CONTEXT AND EVIDENCE

While Tapestry may have fallen short of their comparative and absolute measures, we have shown remarkable growth when compared to our 21-22 data as show in the table below:

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 3	32	23	-9
Grade 4	16	42	+26
Grade 5	10	22	+12
Grade 6	15	24	+9
Grade 7	15	51	+36
Grade 8	17	48	+31
All	18	35	+17

MATHEMATICS ACTION PLAN

**Grades K-4 Action Plan**

Our K-4 will continue to keep our data collection strategies in place. This includes the data trackers for standards per assessments, data digs and all planning sessions with coaches. Each teacher will commit to keeping a Bridges data binder and be asked for accountability purposes to use this not only in RtI meetings but as a data point in conferences, and in working with other teachers and service providers.

In reflecting on the winter math growth on the NWEA, there is room for improvement, especially in those early months. The lower school team will focus on tier I instruction. For this they will continue to examine the structures, flow and time devoted to the math block for each grade level. Walk-throughs will be conducted monthly and AIS lists will be used in the coordination of interventions, small groups and in remediation. In addition to these strategies all students in grades 1-4 will be setting an NWEA goal

for themselves. This is part of ensuring that the testing environment is one that values perseverance, engagement and that all students try their best.

One subgroup that continually performs below grade level on our NYS Assessments are our Black or African Americans. During this year we will use the second year of high stakes data as a lens for performance especially in viewing this particular subgroup.

Black or African Americans % Proficient NYS Assessments		
2022	Grade 3	4%
	Grade 4	3%
2023	Grade 3	12%
	Grade 4	11%

**Grades 5-8 Action Plan**

Teachers will continue to give all assessments and interims in edocrina to allow for easy analysis. With 5th and 8th grade moving to computerized assessments, the instructional coach will support these grade levels by providing strategies for online testing. Students will begin taking all their min and end of unit assessments online in edocrina by their 2nd unit. Teachers will continue to meet with the instructional coach to analyze mid and end of unit assessments.

Math teachers will continue to use eureka math and fish tank learning. E-math instruction will be used as a supplemental resource for workshop/reteaching days. The instructional coach will work with teachers on how to deliver rigorous lessons (probing questions, pacing of lessons that allow for more independent work time, and alignment of exit tickets).

**HIGH SCHOOL MATHEMATICS**

**High School Math Measure 1 - Absolute**

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.

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 a Regents exam in

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mathematics. 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.

### 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)
2017	2020-21	76	14	6	10
2018	2021-22	79	79	77	N/A
2019	2022-23	74	N/A	N/A	N/A

### High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

### 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)
2017	2020-21	76	14	61	98
2018	2021-22	88	88	N/A	N/A
2019	2022-23	74	N/A	N/A	N/A

### High School Math Measure 3 - Absolute

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - 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 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.

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

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	Number in Cohort not	Number Exempted	Number Scoring at	Percent Scoring at Least Level 4 Among Students

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Year	Proficient in 8 <sup>th</sup> Grade (a)	with No Valid Score (b)	Least Level 4 (c)	with Valid Score (c)/(a-b)
2017	2020-21	50	5	3	7
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	N/A

### High School Math Measure 8 - 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 Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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 mathematics requirement for graduation.

### 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

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)
2017	2020-21	50	5	39	87
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	0

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Most of these high school mathematics goals cannot be addressed for the 22-23 school year. Students received an exemption due to COVID.

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.	N/A
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.	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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.	N/A

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to COVID exemptions, we cannot report on the high school mathematics goals.

### ADDITIONAL CONTEXT AND EVIDENCE

Next year, we will be updating our curriculum, taking into account the new standards for Algebra and engaging our teachers in more inquiry based learning. In addition we have made the decision to create a new math offering for our 11th grade students who are not enrolled in Algebra II Regents. In the past we have taught an Algebra II Non-Regents section but realize that for many of our students they are looking for more hands on, real world applications. We have shifted to offering Financial Algebra in 11th grade. In addition to our current 12th grade class, Math in the Real World we now have two math courses that engage students in life outside of high school through applicable problem based learning.

During the 2022-2023 school year we had 14 students enrolled in college level calculus in their senior year. This is almost 20% of the senior class. Half of those students were students who are considered to

be low income students. While the class of 2024 cohort has a lower enrollment in higher level math we anticipate the trend continuing and growing with classes beyond.

**ACTION PLAN**

This year we began using the HMH measure to assess math skills and readiness. The majority of our students grew over the course of the year. While this is one measure that allows teachers to see how many students are on grade level for math, it is not 100% aligned to NYS common core standards and so we must also internally measure student progress using assessments that are clearly aligned to NYS Regents exams.

Course	Number of Students Tested	Percent who met goal indicated by HMH	Percent who grew from previous test
Algebra	72	67.14%	81.43%
Geometry	75	72.22%	76.39%
Algebra 2	42	83.78%	78.38%
Applied Algebra	12	40.00%	60.00%
Algebra 2 NR	36	48.57%	54.29%

Our teachers give interim assessments in October and January. We have worked to align these assessments to the rigor of the Regents exam.

Course	Passing Percentage	Passing Percentage	Percent Passing >65	Percent Passing >50
Algebra	81% curved	43% curved	44.44%	73.61%
Applied Algebra	0% not curved	8% Regents Exam	30.00%	80.00%
Geometry	25% not curved	37% not curved	11.54%	41.03%
Algebra 2	26% not curved	33% curved	26.19%	61.90%

While we see a strong correlation between interims and Regents scores, what we want to see is an increase on end of year assessments. Next year we will be implementing unit assessment data dives with instructional coaches to dial into which skills and concepts need re-teaching and spiraling. In addition, we have noticed our students are successful on questions that are straight forward but when asked to apply their knowledge to new or complex problems they struggle to transfer the knowledge. This year we will be working with teachers on “reach questions” that they will develop and assess on each unit assessment. By tracking these reach questions and continuously teaching how to answer the most rigorous type of questions we hope to see that transfer of knowledge and skills increase.

### GOAL 5: SCIENCE

#### BACKGROUND

##### **K-4 Background**

Our K-4 students have opportunities to connect with science in their daily expedition blocks. Our EL curriculum also provides cross-curricular connections so students are exposed to science standards throughout the academic day. All students are exposed to Next Generation Science Standards (NGSS). In the past few years we have used the following map: [K-4 Expedition Map](#). However in implementing our new EL Education ELA curriculum, we have taken steps in the 2022-23 SY to align those EL ELA modules to our [K-4 Science Curriculum](#). This is extremely important in supporting a common thread and integration for our students but it also maximizes the time in the day to teach content. We are continuing to build upon this in the 23-24 SY and we will be implementing a science block in the 24-25 SY.

Our K-4 STEAM teacher uses the NGSS as well, which accompanies and compliments what students are learning about in their classrooms. Each classroom receives one hour of STEAM per week. We will continue to collaborate and integrate science, increasing dedicated classroom time for this subject area that will benefit K-12.

STEAM Schedule:

2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

STEAM					
	MON	TUES	WED	THURS	FRI
7:45-8:25	Planning	Planning	Planning	Planning	Planning
8:30-9:30	Planning	1.1	1.2	1.3	1.4
9:30-10:30	2.1	2.2	2.3	8:1:1 Hippos	2.4
10:30-11:30	Planning	4.1	4.2	4.3	Planning
11:30-12:30	3.1	3.2	Planning	3.3	Planning
12:30-1:30	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning
1:30-2:30	K.1	Planning	K.2	K.3	K.4
2:30-3:00					

2023-24

STEAM					
	MON	TUES	WED	THURS	FRI
7:45-8:25	Planning	Planning	Planning	Planning	Planning
8:30-9:30	8:1:1 Hippos	K.1	K.3	K.4	K.2
9:30-10:30	Planning	4.1	4.2	4.3	Planning
10:30-11:30	2.1	2.3	2.4	Planning	2.2
11:30-12:30	LUNCH/PLANNING				
12:30-1:30	1.4	1.1	1.2	1.3	Planning
1:30-2:30	Planning	3.1	3.2	3.3	3.4
2:30-3:00	Planning	Planning	Planning	Planning	Planning
3:00-3:45	Planning	Planning	Planning	Planning	Planning

### 5-8 Background

This was the 2nd year that all 5th-8th grade teachers used Amplify curriculum. Each grade level had 1 section that was co-taught with an integrated consultant teacher. During the 2021-2022, teachers were expected to follow the Amplify curriculum with validity to identify areas of need for the following year. This year, teachers used these notes to make slight adjustments to their lessons and assessments.

During weekly co-planning meetings, teachers identified ways to incorporate discussion protocols and maximize student achievement through different co-teaching models. In grades 6-8, the instructional coach worked with teachers to create writing rubrics aligned to the ELA NYS assessment rubrics. In 5th grade, the teacher administered several of the NextGen performance labs to take notes about the administration, scoring, and student trends. Professional development was focused on the writing initiative and understanding the new lab requirements for the NextGen assessments.

**9-12 Background**

Our science department has remained stable for the past few years. They have worked together to increase consistency and rigor in the department. During the 23-24 school year all ninth grade students took Living Environment and all 10th graders took Earth Science or Chemistry. Juniors have the option of Chemistry, non-regents chemistry or Physics if they have met the prerequisite of passing a NYS regents science exam. In their senior year students can take STEAM, Biomedical science or AP biology. We have seen some growth from last year in our students' performance in science but at the higher levels(chem/physics) our students are still struggling on the Regents exam; however that has not prevented them from enrolling in higher level science. During the 23/24 school year 25% of our senior class enrolled in AP biology.

**ELEMENTARY AND MIDDLE SCIENCE**

**Science Measure 1 - Absolute**

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

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	74	24	32
All	74	24	32

**Science Measure 2 - Comparative**

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

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

2022-23 State Science Exam  
Charter School and District Performance by Grade Level

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students *Based on 2020-2021 Data		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	74	24	32	1224	200	16
All	74	24	32	1224	200	16

\*Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&48SCI=1>

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A - Data not yet released

### EVALUATION OF THE SCIENCE GOAL

Although Tapestry did not meet its absolute goal of 75% passing on the 8th grade science exam, it appears in comparison to the 2021-2022 Buffalo City Schools released data that we would have met our comparative goal. That information is not yet released by New York State.

### ADDITIONAL CONTEXT AND EVIDENCE

Despite the changes in the NYS science curriculum, the results of our 8th grade science exams have remained stable.

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 8	33	32	-1
All	33	32	-1

While Tapestry offers the Earth Science Regents exam to its 8th graders, we do not use this in lieu of the 8th grade science assessment. The performance of our 8th grade students on the Earth Science Regents exam can be found in the table below:

Performance on a Regents Science Exam Of 8 <sup>th</sup> Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Earth Science	25	15	60
8	2021-22	Earth Science	23	15	65
8	2022-23	Earth Science	24	12	50

**ACTION PLAN**

**Grades K-4 Action Plan**

In 2022-23 Tapestry K-4 took actionable steps to improve science performance. The 4th grade did not have a test due to the test being reallocated in grade 5 for the 2023-24 SY. In implementing the new EL ELA Modules, some units support various science standards. This integrated approach to science units and the EL Modules supports student learning across content areas. However, the K-4 team realizes that this is not enough. Therefore work has been done to align the NGSS to units and plot where they will fall when not integrated into the EL Modules. Additionally, embedding writing into our ELA/Literacy block will afford more carved out time in the future years for science instruction in the classrooms (30 mins daily).

This [K-4 Science Curriculum](#) map is intended to plot these standards and to be used in the 2023-24 year to plan accordingly for science instruction in the 2024-25 SY. Throughout the 23-24 SY the K-4 STEAM teacher will use this map to align to the ELS NYS Investigations as well. We have made a plan to implement the following Labs into the K-4 curriculum to further support the K-8 progression: Cloud in a Bottle, Light it Up & Life Cycles specifically. We will continue to vertically articulate around the implementation of science units and examine performance.

**Grades 5-8 Action Plan**

For the 2023-2024 school year, teachers will continue to implement the Amplify curriculum. To support the shift to online assessments in 5th and 8th grade, all grade levels will give assessments through edoctrina online. The instructional coach will prioritize supporting the 5th and 8th grade teacher with the 4 mandatory performance labs throughout the year.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2017	2020-21	76	9	56	84
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A

### High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is not enough information to provide an outcome for high school science.

Type	Measure	Outcome
Absolute	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.	N/A
Comparative	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.	N/A
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Due to COVID exemptions, there is not enough information to provide an outcome for high school science.

ADDITIONAL CONTEXT AND EVIDENCE

The last few years we have worked to align our internal assessments to the end of year Regents exams. We have that alignment between our mid-year assessments and our June exams.

Course	Passing Percentage	Passing Percentage	June Regents Percent Passing >65	June Regents Percent Passing >50	Correlations
Living Environment	48% not curved 78% curved	49% curved	50.00%	76.83%	yes between jan interim and regents
Earth Science	N/A	6% not curved 19% curved	35.62%	71.23%	no
Chemistry	43% not curved	25% not curved	20.00%	62.50%	yes between jan interim and regents
Physics	30%	0% before corrections 78% after corrections	0%	50%	yes between jan interim and regents

ACTION PLAN

During the 22-23 school year we focused on the alignment of our curriculum, closely tracking standards through our interim process. Before creating an interim analysis our students engage in a rigor matrix, coding the questions on their interim for rigor as well as standards. Pulling the report from interims allows teachers to not only see how students performed on the standard, but also how they performed on the more rigorous of questions.

For the 23-24 school year we are increasing the sections of Living Environment we offer, ensuring that the majority of the sections are co-taught sections. In addition we are adding a TOSA role this year. This is a content based curriculum coach position. A veteran teacher will work with our Living Environment and our Earth Science teacher to unpack the changing standards and begin to prepare for new exams in the 24-25 school year. Our goal is to take a project based, hands on approach to the shifting standards and prepare our students for the critical thinking that comes with science in our current time.

## GOAL 6: SOCIAL STUDIES

### BACKGROUND

We had a consistent social studies department during the 2023-2024 school year. Our Global History teacher uses the New Visions curriculum and his results were indicative of the high expectations he sets in his classroom. Next year we will shift to looking at unit assessments to do a deep dive into mastery rather than just interim assessments. Teachers need real time data that is unpacked in order to set goals and adjust instruction for the next week, next unit, next assessment.

Our US History teacher has been consistent for some time in this role. He uses the New Visions curriculum and supplements material with his own. For the last few years we have been preparing for the new version of the US History exam. Given the exemptions from covid and then last year's cancellation of the US History exam there were more questions than answers going into the new exam format. Our US teacher emphasized writing, critical thinking and close reading to prepare students for an exam no one saw before the first time it was given. After the August administration there are only 9 students who did not pass the exam or receive the special appeal.

#### Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

#### 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)
2017	2020-21	76	76	N/A	N/A
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A

#### Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

**Social Studies Measure 3 - Absolute**

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	22	50	93
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	72	N/A	N/A

**Social Studies Measure 4 - Comparative**

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 Institute does not require charters to report on this measure for 2022-23.

**SUMMARY OF THE SOCIAL STUDIES GOAL**

Due to COVID exemptions, there is not enough information to provide an outcome for high school social studies.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

There is not enough information to provide an outcome for high school social studies.

ADDITIONAL CONTEXT AND EVIDENCE

In addition to our instruction in the Global 10 class our students also have access to a Global tutorial for any students who are struggling to pass the Global assessment after their 10th grade year. This class meets every other day and is primarily a skill based class that focuses on close reading, writing and content knowledge.

It is always a challenge to align internal assessments with an external assessment that has yet to be released. Our History department rose to the challenge by thoughtfully examining the standards and data presented. In his January interim analysis the teacher noted students struggled with the organization of their ideas as well as on questions involving extension of thinking. He adjusted his instruction to address these gaps and saw an increase in performance from January to June.

ACTION PLAN

At the close of the 2023 school year our 10th grade Global teacher took a position as our High School Dean of students. While this is a huge win for our school community it is a loss in the History department. Our Global 9 teacher will be moving up with this cohort of students to take on the Global 10 role. We will continue to use the New Visions curriculum with supplemental teacher made materials. Given the results from the 2023 Regents exam we only have 8 students who still need to get a passing score on the global assessment. They will continue in the tutorial model focusing on skills and content to challenge the exam in January.

Going into the 23-24 school year we will continue to build on the success the history department has seen by moving to a unit based assessment analysis built in throughout the year with our instructional coaches. This will give our departments more real time feedback and allow for them to adjust instruction immediately. In addition it will encourage a closer tracking of standards as well as reach questions. We will also focus on case studies this year. NYS and much of this report measures success through test scores. However, we know that kids do not learn by practicing for an assessment. They learn through hands-on, real world experiences. We will emphasize case studies this year in our professional development and build in time for teachers to learn how to develop case studies and real world learning experiences for students. While our sole measurement of success for students to graduate is still

performance on state assessments, our measure as educators needs to be around preparing citizens who are prepared to critically think in their future education and careers. This takes a more thoughtful approach to how we deliver instruction and even how we assess.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

Tapestry Charter School is a school in good standing. It is in good standing in all categories for the 2022-2023 school year. Tapestry Charter School is a school in good standing, as it has been for every year of its existence.