





## **Tapestry Charter School**

# **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 15, 2022

By Eric Klapper, Melissa Rivera, Lindsay Lee,  
Fred Carstens, Sara Hilligas

65 Great Arrow Ave Buffalo, NY 14216

(716) 204-5883

**Melissa Rivera, K-4 Principal, Lindsay Lee, 5-8 Principal, Sara Hilligas and Fred Carstens, 9-12 principals and Eric Klapper, Executive Director** prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Alfred J. Wright	Chair	Executive, Finance, Equity, Development, Governance
C. Teo Balbach	Treasurer	Executive, Finance and Development
Luanne Firestone	Vice-Chair	Executive, Equity, Governance
Betsy Behrend	Trustee	Governance and Equity
Joshua Feinstein	Secretary	Executive and Academic Strategic Planning
Joyelle Hackett	Trustee	Equity and HR/Teacher Experience
Caroline Taggart	Trustee	Equity and Academic Strategic Planning
Patrick Lewis	Trustee	Development and Governance
Lindsey E. Dotson	Trustee	Development
Daniel Pyne	Trustee	Finance
Daniel Robertson	Trustee	Equity and Governance
Collin Gehl	Trustee	Equity and HR/Teacher Experience
Dr. Hilary Lochte	Trustee	Equity and Academic Strategic Planning
Jeremy Hazelton	Trustee	Development
Wil Green	Trustee	Equity and Academic Strategic Planning

**Eric Klapper has served as the Executive Director since 2016.**

## SCHOOL OVERVIEW

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

Tapestry Charter School made its debut in 2001 as a K-4 school. Although it was initially a small intimate program for parents seeking a different schooling experience for their children, Tapestry has grown one grade per year until 2010 when we had completely expanded to a K-12 school. Our 2021-2022 school year enrollment of 1,097 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 21% of our students are white, 54% are African American and 15% are Hispanic /Latino. 72% of our students come from economically disadvantaged families, and 15% 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. 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 2021-2022 school year, we have worked to solidify our strategic plan despite unprecedented changes to our education system. This includes implementing strategic plans in areas that

The entire 2021-2022 school year was spent in an in-person model. We feel strongly that this is what is best for students and so made many health and safety accommodations throughout the year to ensure that our students were in school. We continued to use online tools such as peardeck, jamboard amplify science, raz kids, starfall, IXL, Khan Academy, Storytime Online and Castle Learning were to engage students in content and assess their learning. All of our teachers' plans were documented through unit and lesson plans that were checked on a daily basis by instructional coaches and administrators. While we stayed in-person for instruction throughout the school year, in order to ensure equity of access among our students, we provided students in need with laptops and worked with them to obtain internet access through the use of hot spots.

Despite the struggles that accompanied schooling after a pandemic, 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. We have followed a similar process since 2014, and find this to be an essential planning

process to ensure our success.

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

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

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

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

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

Tapestry Charter School's guidance counselors identified and supported students having difficulty with transitioning back into the school setting, especially given the changed school environment. A key function of the school counselor's Tier 1 role was to promote a safe and supportive learning environment for everyone in the school community. School counselors utilized their specialized knowledge of curriculum and child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, and social emotional skills. School counseling programs were most effective when there was collaboration among the school counselor, other PPS staff, teachers, administrators, and families to promote a school climate that facilitates student achievement, student engagement, and equitable access to educational opportunities so that all students can reach their full potential in school and beyond.

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

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

**Tier Three Supports for At Risk Students**

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

**Adult SEL & Well-Being**

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

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

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

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

**ENROLLMENT SUMMARY**

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	72	52	52	52	52	80	67	67	68	88	87	81	75	893
2018-19	80	76	52	53	52	80	81	78	81	85	84	81	75	958
2019-20	80	78	78	52	52	80	80	80	80	87	82	77	82	988
2020-21	80	80	80	78	78	88	88	87	88	87	87	79	78	1078

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22	88	87	77	81	79	88	88	88	87	88	88	77	80	109 7
---------	----	----	----	----	----	----	----	----	----	----	----	----	----	----------

### 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 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2019-20	2016-17	2016	79	1	78
2020-21	2017-18	2017	76	0	76
2021-22	2018-19	2018	79	0	79

#### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason	Total Graduation Cohort (a) + (b)

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

			Cohort's Fourth Year (a)	(b)	
2019-20	2016-17	2016	77	1	76
2020-21	2017-18	2017	75	3	78
2021-22	2018-19	2018	77	4	81

### 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)
2019-20	2015-16	2015	2	1	3
2020-21	2016-17	2016	0	1	1
2021-22	2017-18	2017	0	0	0

## PROMOTION POLICY

Despite the changes in our educational environment, in grades 5-12, teachers continued with our percentage grading scale, coupled with comments on report cards and progress reports. In grades K-4, teachers continued with our standards based grading methods. Core academic subjects in all grade levels include math, science, social studies, ELA, and arts.

Promotion Requirements specific to high school students are:

- Students are required to take four years each of English and Social Studies, and are expected to take four years of Math and Science, though only three years of Math and Science are formally required by NYS Commissioner's Diploma Requirements.
- Math options include Common Core Algebra, Common Core Geometry, Common Core Algebra 2, Advanced Algebra with Financial Applications and Pre-Calculus. We offer dual enrollment college credit to all students in Algebra 2 and Pre-Calculus.
- Science course options include Regents Living Environment, Regents Earth Science, Regents Chemistry, Regents Physics, Computer Aided Drafting and Design and STEAM Electives.
- Students are required to take at least one year of Spanish/LOTE, though they are encouraged to continue for at least three years, through the exam required for the Advanced Regents level. Tapestry offers two college level dual enrollment courses through Buffalo State College.

- Arts courses (Visual Art, Music, Theatre) have been offered as a requirement for a half credit in both ninth and tenth grade. A variety of Art electives are available in eleventh and twelfth grades for a full credit yearly. Unless a student is scheduled for academic electives, including the Honors Writing Enrichment, students are automatically scheduled for art yearly, typically going beyond the one NYSED required credit to three.
- Physical Education is required to be taken for 1/2 credit yearly, and Health is required for 1/2 credit, offered in freshman year.
- All students are required to take Crew for 1/2 credit yearly. This small advisory group structure includes an introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relationships and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

### Goal 1: Leading Indicator

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

### METHOD

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

### RESULTS AND EVALUATION

For the 2021-2022 school year, Tapestry Charter School met the goal 1 leading indicator that at least 75% of students will earn the credits necessary for graduation. We have in fact improved our percentage from the previous year, as we had 89% promoted in 2020 and now 93% promoted in 2021. Despite the uncertainty of the year and all of the changes facing our students, increasing by 4% from the previous year is proof that the safeguards that we have in place to ensure that students are earning their credits are working.

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

Tapestry’s success with this accountability goal can also be attributed to our understanding of equity as it relates to flexibility with students and families. Despite a lack of resources, Tapestry provided every student with a computer and wifi access for this school year. Tapestry is proud to offer its students many opportunities to obtain course credit such as an in-house summer school program and credit recovery opportunities are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

Tapestry Charter High School students consistently pass courses through a combination of high expectations and high staff support. Parents/guardians are provided with weekly documented feedback through consistent crew leader availability by phone and email. We have used the parent portal for several years now so that parents and students know exactly where they stand with assignments at all times. We have home mailing of report cards four times yearly, and expected parent attendance at Student Led Conferences at least twice yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child’s education and they accept the invitation at a very high rate. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course, however our students often continue challenging these exams until they have been mastered.

Tapestry Charter School has met this measure for both the 2020 and 2021 school years.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	87	89
2021	88	93

**ADDITIONAL EVIDENCE**

A robust summer school program, taught by Tapestry’s own teachers is a key to ensuring that we have high course promotion rates. Despite the pandemic, Tapestry’s summer course recovery and Regents preparation program has been offered since 2010 for credit recovery in such courses as English, Spanish, Non-Regents science, Non-Regents Math, global history, health and physical education. Despite the fatigue that we all felt from two years of online teaching, our teachers and students persevered to ensure even more students obtained their course credits.

**Goal 1: Leading Indicator**

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

**METHOD**

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

**As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.**

**RESULTS AND EVALUATION**

Tapestry met the goal of having 75 percent of students in each Graduation Cohort pass at least three Regents exams by their second year in the cohort. Tapestry High School takes pride in accepting students with weak skills and transforming them into students who graduate. This takes persistence and time and we often encourage our students to challenge courses and take exams more than once rather than settle for a poor or failing score on a Regents exam. We know that with time, our students will ultimately be successful with reaching graduation goals. Our students consistently graduate from high school at rates that surpass other charter schools and our home district.

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	81	91
2019	2020-21	88	97
2020	2021-22	87	83

**ADDITIONAL EVIDENCE**

Now that Tapestry Charter School is fully expanded, we are particularly proud of our accelerated middle school program, which in turn helps our high school program. Currently, students in our middle school can take Earth Science, Common Core Algebra and Spanish 1 in 8th grade. Then in 9th grade students can take Living Environment and Common Core Algebra 1. As we keep more and more students at

Tapestry from year to year, this course acceleration path will allow us to consistently reach this accountability measure.

**Goal 1: Absolute Measures**

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

**METHOD**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

**RESULTS AND EVALUATION**

In the 2018 cohort, 91% of students reached their graduation goal by the end of August. This is comparable to the previous years when 96% and 98% passed in 2017 and 2016 cohorts respectively. The expected level of high school completion in four years was met, as was the expected level of high school completion in five years. The continuation of effort by students into their fifth year, such that 100% have graduated in their fifth year is a point of pride for Tapestry.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	81	79	98
2017	2020-21	78	75	96
2018	2021-22	81	74	91

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	76	98	98
2016	2020-21	78	96	96
2017	2021-22	78	78	100

**ADDITIONAL EVIDENCE**

Tapestry has maintained a steady graduation rate of above 90% for every year in its history. For the first time, we are also very proud that 100% of our students graduated within 5 years.

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

**Goal 1: Comparative Measure**

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

**METHOD**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. 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 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

**RESULTS AND EVALUATION**

As of the writing of this report, the graduation results for the Buffalo City School District seem to hover around 62-65%. In comparison to our graduation rates which have always been above 90%, we seem to be having higher results with relatively the same student demographics. The Tapestry program advertises its goal clearly: to prepare students for successful graduation from high school and acceptance into a college program. A stable graduation rate of over 90% for every year of its existence shows that our program is working for even the most challenging students.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	81	79	98	2173	62
2017	2020-21	78	75	96	2291	63
2018	2021-22	81	74	91	N/A	65

**ADDITIONAL EVIDENCE**

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

**Goal 1: Absolute Measure**

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

METHOD

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

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

**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.**

RESULTS AND EVALUATION

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

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Tapestry Charter School has successfully met both its leading indicators and absolute measures for the 2021-2022 school years. This means that we are on the right track with the programmatic shifts we are making and we will continue to grow in our academic culture. The action plan section below highlights how we will continue to push our staff and students towards academic excellence next year and in the future.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

## ACTION PLAN

One of the greatest challenges schools across the country faced during the pandemic was keeping students engaged in school. The 2021-2022 school year was the first year we were back at full capacity since the shutdown of schools in 2020. Like all schools, we faced many challenges re-introducing students to the rigor and intensity of in person instruction. As a school community we are continuously evaluating what students need and how we can better meet their needs despite the many challenges that our entire community faces on a daily basis.

The class of 2021 faced many obstacles in their journey to graduation. They walked out of our doors in March of 2020 as tenth graders and for a few of them, they never entered again. While this accountability report is meant to report trends and data it is also incredibly important that we remember that each of those individuals that did not walk across our stage is a person whose life was completely disrupted by the pandemic. We had students that lost family income, many that lost the reliability of school meals and caring adults, students who lost their purpose and even students that lost a parent or caregiver. Those are the students that pushed us to continue to find ways to support and reach our community.

While we were able to maintain a graduation rate that we are proud of, we are not proud that, despite our best efforts, there are still students that we lost along the way.

In order to ensure that our students were reacclimating to our school community we increased the support we could provide to our families. We instituted a climate team that met weekly to discuss any students who were struggling, falling behind or simply not coming to school. We implemented a tiered system of support to reach those families and students that included a tiered attendance system including home visits.

In addition we increased our academic support as we looked to keep our students on track to graduate. We held academic tutorials for students who were lacking in credit and we held a robust and full summer school program for any student who needed to regain credit. Students had the opportunity to take up to four classes in summer school which provided them with the chance to stay on track with their cohort. Our senior cohort had three summer school sessions in place for students who needed more time to reach mastery. As a school community we did everything we could to maintain high expectations for our students despite the academic gaps that came as a result of the pandemic.

Each year at the close of our school year and throughout the summer months we closely examine each specific cohort of students and their academic progress towards graduation. We also spend time looking closely at academic trends and patterns as we evaluate our programmatic offerings for the following academic year.

At the close of the 2021-2022 school year the State passed a Special Appeal that allowed students to gain an "appeal" if they passed their course and scored between a 50-64 on the NYS Regents exam. In June we put messaging out to families regarding our position on this Appeal. While the appeal is important in keeping students on grade level and advancing to higher level course offerings, it does lower the bar for our students. At Tapestry we believe that our students can and will meet and exceed the bar that we set for them with the proper support. We notified families that we would be requiring all students who were in the special appeal range to attend summer school and retake their Regents exams.

If after a second attempt at the exam a student still does not achieve a 65 but has passed the course then we will grant their appeal. Students need the skills and the practice to achieve at the high level they deserve.

In our close examination of each cohort we did determine that the class of 2024 is currently the most credit deficient and in need of intervention in order to maintain our high standard for graduation. Instead of retaining students or repeating courses we will be offering tutorials in subject areas in which students need more support or more opportunity to excel. For example, for our students who do not pass in the Global exam in either June or August we will be putting them in a Global tutorial to prepare them for the January Regents exam. In the event that they pass that exam we are able to provide them with additional support in that same course as they prepare for their US History exam rather than removing the support. The ultimate goal is to increase support and opportunity for students without knocking them off track as they build towards graduation.

Over the course of the last two years our performance data has indicated that our Special Education students are performing well below their peers on interims and state assessments as well as passing rates in their courses. For example, after the first quarter of high school 50% of all SPED students in 9th grade failed 3 or more courses. In comparison only 16% of gen ed students failed 3 or more courses. In order to close the persistent gaps we see between Special Education students and general education students we implemented an integrated co-teaching model in the 2021-2022 school year. During this year we saw where our implementation needed support and where programmatically we could adjust.

During the 2022-2023 school year we will be adding an additional Special Education teacher to the high school program. This will allow us to have more sections of ICT classes and fewer preps for SPED teachers. This is a much needed shift for both our teachers and students.

In addition, our entire Special Education department will be participating in a year long Teacher Learner cycle with our Director of Special Education and our Chief Academic Officer on co-teaching. This weekly, supportive, professional development will meet our teachers where they are and give them a learning community where they can expand their own knowledge and build one another's best practices. Much of the focus on those Teacher learner cycles will be on progress monitoring and effective co-teaching practices. The majority of our Special Education department is new to the profession but with the right support we believe they can greatly impact our students and the program.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

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

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 year of high school exploring who they are as a learner and what interests them in their future. During their junior year all students are 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 were still doing all college visits virtually but we did hold 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.

**Goal 2: Absolute Measure**

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

**METHOD**

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

For a relatively small school we have a robust offering of dual enrollment courses that continues to grow each year. We currently have partnerships with two local colleges to offer our dual enrollment program. We currently offer courses through Erie County Community College and Buffalo State College. During the 2021-2022 school year we offered the following courses:

- Humanities 100
- Ancient Civilizations
- Junior Seminar
- Spanish 4
- Spanish 5
- Algebra and Trigonometry 2
- Pre-Calculus
- Calculus

During the 2021-2022 school year 44% of our entire student population was enrolled in a dual enrollment or AP course. The demographic breakdown of that 44% is below. As you can see, our enrollment is representative of our overall school population, however we continue to work to increase our access and our opportunities for all students.

Total Percentage of School Enrolled in AP or Dual Enrollment	44%
Percentage Male	40%
Percentage Female	60%
Percentage Free/Reduced Lunch	67%
Asian	6%
Black	70%
White	16%
Hispanic	3%

Next year we are making two critical shifts in our programming in order to ensure more students have access and opportunities to enroll in dual enrollment courses. First, we have entered into a partnership with Erie Community College in which all students who maintain an 85 in the dual enrollment course will have the opportunity to take the course at no cost to the student. Historically many students have enrolled in dual credit courses but have been unable to get college credit as the cost associated with the course was a barrier. This will remove one barrier to access for our students.

The second barrier for our students has often been the types of courses we have offered. For example, we offer three higher level math courses for dual credit. While this is a wonderful opportunity if you are a strong math student, it eliminates the possibility of getting a dual credit for those that are not in the most advanced courses. Next year we will be adding dual credit courses in the following areas in order to increase opportunities for students who do not otherwise enroll in a dual enrollment course.

- Math in the Real World
- Yoga and Mindfulness
- Weight Lifting
- Lifestyle Fitness
- Photoshop

The addition of these courses as well as the fee waiver for the courses offered through ECC will open new opportunities to all of our students as we continue to build and enhance our dual enrollment program.

**RESULTS AND EVALUATION**

Tapestry met the 75% college preparation goal for the 2020-2021 school year. We are very proud of the fact that this is the second year in a row that we achieved this goal, after never having met this goal in the past. This is the result of years of strategic planning. We have put the courses in place, and the safeguards so that all students can reach those goals. The percentage of students taking college courses is higher than ever in Tapestry’s history. We hope to continue this during the 2022-2023 school year.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Course	20	2	3
Dual Enrollment Course	71	60	81
Advanced Placement Course	74	30	41
Overall	74	60	80

**ADDITIONAL EVIDENCE**

In its history, Tapestry Charter High School had 75% of our students demonstrate college preparedness last school year (2020-2021), 63% of our students demonstrate college preparation in 2019-2020, 55% during the 2018-2019 school year and 31% during 2017-2018. This means that since the 2017 cohort, we have increased the number of students demonstrating college preparation by 49%. We have increased this percentage by 5% from the previous year. We are continuing to address the needs of our students by continually adding more college courses and increasing our students’ capacity to take these courses. The goal is to continually add to the college courses that we can offer our students so that 100% of our students successfully take a college course before they graduate from Tapestry.

**Goal 2: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 2: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 2: Absolute Measure**

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

**METHOD**

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

**RESULTS AND EVALUATION**

The percentage of graduates enrolled in college for the 2018 cohort is not yet available. We anticipate that the matriculation rate for the 2018 cohort will be available in November or December 2022.

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.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	79	41	52
2017	2020-21	76	38	50
2018	2021-22	N/A	N/A	N/A

**ADDITIONAL CONTEXT AND EVIDENCE**

Tapestry Charter School experienced a decrease in its matriculation rate by 2% from the 2016 to the 2017 cohorts. This can be attributed to the COVID 19 pandemic and the fact that our students were out of school beginning in March 2020. While they were learning from home, they did not have the support that they would during a normal school year. Now that students are back in the building five days per week and getting back to normal life, we know that we will be able to have more students enroll and attend college when they graduate.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry was successful with one of two of its absolute goals for the 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.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Did not Achieve

ACTION PLAN

During the 2021-2022 school year we established goals ensuring all of our students met their academic benchmarks. This led to an increased transparency and accountability in looking at student achievement and behavioral data. Teachers spent time in teams and as a full staff looking at disaggregated achievement and enrollment data in order to identify any trends and create action plans to improve instruction.

As mentioned in the high school graduation narrative, we have seen an increase in the gap between the performance of our SPED students and our general education students. In order to close this gap we did move to an integrated co-teaching model this year. As a community we saw some success with this model but also were able to identify where programmatically we could adjust to improve. Next year we will be adding an additional special education teacher for a total of 6 high school special education teachers. This will allow us to have smaller cohorts of students in each ICT section as well as have our special education teachers co-planning with fewer teachers which should lead to more effective planning. In addition, all of our special education teachers will participate in year long weekly professional development as they continue to learn and explore best practices for Integrated Co-teaching.

During the 2022-2023 school year we will be piloting a new elective called: Say it Loud: Social Justice and Me. This elective will explore the cross section of Black History and social justice movements. Our hope is that by the 2023-2024 school year this will be a required capstone course for all juniors that will be offered as a dual credit course through a partnership with Niagara University. As we continue to reflect on and learn from our shared experiences of the pandemic we recognize our students need real world, rigorous learning experiences that connect them to their community. Our goal is that this course becomes a capstone experience for all students before entering their final year of high school.

In addition we will continue to build out our college, career and citizenship focused Student Led Conferences that provide students with four years of scaffolded exploration of who and what they want to be after high school. This includes career exploration, college visits and reflection on who students are as learners and leaders. We hope this intentional preparation and focus on real world learning will re-engage our students in school. We have to put the work in to show students that their education matters and is relevant to the future they want to have.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

##### BACKGROUND

We began our year fully in person and continued the work around updating our K-2 Literacy curriculum. Our Literacy Committee worked diligently this year researching and reviewing various curriculums that would best be suited for our students. After much deliberation and the guidance of a professional book, *Shifting the Balance*, our team decided to implement EL Modules for our K-2 students in the 2022-2023 school year. This new curriculum is not only standards based but also includes rigorous assessments that will give us the data we need to track student progress and provide remediation and intervention where necessary. Grades 3-4 will also be using the latest edition EL modules for Literacy as well. K-4 classrooms will have 1 hour literacy blocks along with an additional 30 minute block for guided reading and Tier 2 intervention.

Our K-2 students will also have an additional 30 minute block dedicated to our stand alone From Phonics to Reading program. This comprehensive program allows teachers to specially target those phonics skills (decoding, blending, dictation) that our students have struggled with since returning to school from the pandemic.

This year we added a Literacy Coach to our team that has been able to focus on supporting teachers through planning, professional development, and collaboration with small group instruction.

For the 2021-2022 school year we used several assessments to evaluate student achievement in Literacy. Grades K-4 used the Fountas and Pinnell benchmark assessment to track student reading behaviors and

growth. Grades 1-4 also used the NWEA (**Northwest Evaluation Association**). This national adaptive achievement and growth test was administered three times this year to track student growth and any areas of remediation.

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

For the 2021-2022 school year, the structure was 100% in person. The ELA teachers prepared and implemented EL module lessons and supplemented instruction with assignments and resources in Google classroom. Google classroom was also used as a source for asynchronous lessons for students who were ill, in quarantine, or otherwise unable to attend school in person.

EL Modules were used as the basis for the ELA curriculum. There were three new ELA teachers (out of 6), so there was time spent at the start of the year learning about and “unpacking” the EL ELA Modules. All grade levels used at least three of the four modules with each module culminating with a high quality writing piece. Teachers worked towards developing a high quality work process that provided students with a model and rubric and a continuous cycle of feedback. The integrity of the modules was maintained through the use of anchor texts and supported with information texts for the content. At the 6th grade level, one module was identified as having a compelling and engaging topic that led to an interdisciplinary learning expedition. In grades 5, 7, and 8, teachers across the content “tried out” cross-curricular connections to prepare for a full fledged expedition during the 2022-23 school year. In addition to the ELA class, most sixth and seventh grade students attended a class called Language Lab which focused on reinforcing language arts skills learned in ELA. Other students received Tier 3 Literacy or Math support instead of attending Language Lab.

Throughout the year, EL’s ELA coach and the instructional coach met with the ELA and Language Lab teachers for co-planning as well as to unpack the modules and facilitate lesson development. There was a focus in professional development on co-teaching and instructional techniques that make learning engaging, active and meaningful for students.

### **Background for Grades 9-12**

This year we had a new 9th grade teacher. Our 10th and 11th grade ELA teachers were in their third year, however you must keep in mind that year one of their teaching was 2020 when we all shutdown and year 2 was 2021 when we were in a hybrid and remote environment so this is a major growth year for the majority of our department. Our 11th grade ELA teacher bases his curriculum off of the NYS 11th grade modules. He does have autonomy to adapt his curriculum but much of his material is from the modules. In ninth and tenth grade our instructional coach worked on curriculum mapping and unit plans with these teachers in order to better align to the NYS common core next gen standards. Both teachers made significant growth in their planning and delivery of instruction this year. Our 12th grade ELA teacher is one of our most veteran teachers. He is also our department chair and worked this year with his department on creating common rubrics and looking at student work.

## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	76	0	0	0	5	81
4	70	1	0	0	10	80
5	79	2	0	0	8	87
6	74	2	0	0	11	85
7	62	5	0	0	27	89
8	76	3	0	0	10	86
All	437	13	0	0	71	508

RETRIEVED FROM: SIRS 106

### RESULTS AND EVALUATION

The percentage of Tapestry Charter School Students who were in their second year at Tapestry and who earned proficient scores on the NYS ELA assessment was within the range of 18% and 49%. Overall, 33% of Tapestry Charter School Students in at least their second year earned a proficient score, an decrease of 12% from the previous school year. Tapestry Charter School students earned scores below the accountability goal of 75%.

### Performance on 2021-22 State English Language Arts Exam

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30	76	32	69
4	20	70	21	63
5	18	79	17	64
6	49	74	47	66
7	29	62	28	58
8	51	76	23	71
All	33	437	28	391

ADDITIONAL EVIDENCE

The table above shows that Tapestry has an inconsistent record of achievement among students who have been with Tapestry for at least one year. While there are pockets where students enrolled in at least their second year performed better than all students (such as 3rd, 4th and 6th grade), the other grades did not have the same result.

**Goal 3: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 3: Comparative Measure**

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

RESULTS AND EVALUATION

There is no state report card data available for the Buffalo City School District for the 2021-2022 school year. The table below compares the proficiency of Tapestry students in their second year to that of Buffalo City Schools during the 2020-2021 school year. We can update this if this information becomes available to us.

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students *This is 2020-2021 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32	69	21	804
4	21	63	28	703
5	17	64	33	291
6	47	66	29	207
7	28	58	16	204
8	23	71	45	281
All	28	391	27	2490

Retrieved from: <https://data.nysed.gov/assessment38.php?subject=ELA&year=2021&instid=800000052968>

ADDITIONAL EVIDENCE

There is no state report card data available for the Buffalo City School District for the 2021-2022 school year. The above table shows Tapestry Charter School’s 2021-2022 data in comparison to the released 2020-2021 data from the Buffalo City School District.

**Goal 3: Comparative Measure**

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

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available. As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 3: Growth Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

## INTERNAL EXAM RESULTS

### Grades K-4

Percentage of students who reached their NWEA Growth Targets in Reading from Fall to Spring

Grade 1: 39%

Grade 2: 46%

Grade 3: 39%

Grade 4: 43%

COVID-19 continued to be a barrier for our students' and affected attendance during the 2021-22 school year. As a result we did not meet our NWEA 60% growth target. However, many of our students still showed significant individual growth from the Fall to Spring NWEA assessment.

### Grades 5-8

NWEA MAPS assessments were used to determine students' achievement and growth in reading. All students took the assessment three times of the course of the school year. Students' scores in September were used as the base score (and used to help place students in Tier 3 intervention) and compared to the June results to determine the percentage of students reading above the 50th percentile as well as the percentage of students who met or exceeded their growth goal. Overall, 126 or 36.8% of middle school students achieved scores at or above the 50th percentile for their grade. Broken down by grade level:

Grade 5: 31.8%

Grade 6: 37.6%

Grade 7: 31.0%

Grade 8: 47.0%

These students achieved scores at or above the 50th percentile for their grade level. As of the end of the year, 51% of middle school students met or exceeded their NWEA reading growth goal for the school year. Broken down by grade level:

5th Grade: 48%

6th Grade: 42%

7th Grade: 49%

8th Grade: 65%

## ADDITIONAL CONTEXT AND EVIDENCE

One area of focus during professional development during the 2021-22 academic year was high quality writing, specifically short response writing. A baseline was established in October using writing samples from ELA and content area classes (excluding math) and data was recaptured in the Spring. Work was evaluated using a rubric that looked at students’ claim, evidence, reasoning, and mechanics. The October samples indicated that 24.3% students were proficient writers (24.8% developing & 50.9% beginning or incomplete) and the majority of students who were not proficient had a deficit when it came to elaborating/reasoning. Over the course of the year, teachers made an effort to encourage students to explain their reasoning and/or how their evidence supported their claim through such strategies as analyzing models and providing anchor charts with sentence starters. By the end of the year, data indicated that 37.6% of students were proficient , 32.4% developing and 30% beginning or incomplete.

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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.	N/A
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

**ACTION PLAN**

**Grades K-4 Action Plan**

In the past few years we have focused on a multitude of reports from NWEA. Some of those included: Student Profile, Class Report, Grade Report along with Class breakdown and Learning Continuum. In reflecting on survey data and in team meetings with grade level groups of teachers, this was overwhelming for them. We are looking to pare back and focus on two reports that include the class profile and the Class breakdown.

This will be paired with our beginning of the year benchmarks that include the Fountas & Pinelle benchmark reading assessment and primary grade level benchmarks for phonics. These benchmarks will

include a much stronger focus on the Science of Reading (SoR) pieces: rhyme, syllables, final sounds, medial sounds, segmenting, blending and phonemic awareness. This will provide consistency with expectations that are aligned for the grade levels when looking at phonemic awareness, phonics, fluency and comprehension.

This data will all be triangulated throughout the year, according to the assessment calendars in order to provide teachers with time to analyze, reflect and create action plans to address students' needs.

### **Grades 5-8 Action Plan**

Data collected through NWEA has been accurate and has helped to pinpoint students who need Tier 3 reading intervention. However, results from interim assessments and classroom grades are not as consistent. To improve this, interim assessments for Grades 5-8 ELA will be developed by the instructional coach, who has been a NY State Assessment Item Writer since 2019. Clarifications regarding and adjustments to the grading policy have also been made so that report card grades will be more consistent within the ELA department.

ELA teachers will continue to use the EL ELA Modules. In 6th and 7th grade, time spent in ELA has increased by 50% and teachers have responsibility for 44 students instead of 88, as in prior years. These changes will ensure that teachers have time to address foundational comprehension, vocabulary, and writing skills. Additionally, all students will have 25 minutes of study hall 4 days a week during which time they can work on homework or remediate assignments. This provides equity to students who, by no fault of their own, are not able to complete assignments at home.

Our latest NWEA reading and State ELA test scores indicate that our students' reading comprehension is not increasing as they move through middle school. In addition, there is a gap in literacy performance amongst racial groups and between socioeconomic groups. Infrastructure adjustments have already been made to address the need for explicit and frequent literacy instruction. An alternating-day 52 minute period of literacy instruction for students (Grades 5-7) has been built into the schedule for 2022-23. Tier 3 groups will be small, with just 4-6 students. Tier 1-2 will average between 10-14 students. Classroom libraries and the book room have been supplemented with a large volume of new books that are of interest to middle-school aged students. Finally, Classworks, a progress monitoring platform, is being implemented for literacy specialists to use with students identified as struggling readers (Tier 3).

In 8th grade, a section of Non-regents Spanish has been created to allow students to receive Tier 3 Literacy intervention. Students will work with either a literacy specialist or the literacy instructional coach every other day to receive support with literacy skills and strategies.

We will continue to further develop our students' writing skills with a larger initiative this year, led by our ELA consultant and instructional coach. ELA teachers will focus on how to teach the writing process, while content area teachers will focus on how to increase writing for learning and create meaningful writing prompts.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

### METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

### RESULTS AND EVALUATION

Due to the COVID 19 pandemic, nearly all of our students were exempted from the ELA Common Core exam with no valid score.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	78	0	33	42
2017	2020-21	76	75	0	0
2018	2021-22	79	79	0	0

### ADDITIONAL EVIDENCE

We do not have a lot of data on our 2017 or 2018 cohorts due to the COVID exemption, we are confident that our students will continue to achieve at least level 4 on their ELA Regents exams due to our ongoing emphasis on teaching literacy across the content areas. We have engaged our staff in professional

<sup>4</sup> Based on the highest score for each student on the English Regents exam

development to encourage teachers’ use of protocols and have sought all subject areas to incorporate literacy strategies into their lessons through support from our instructional coach.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	N/A	N/A	N/A	N/A	25	28
2019	N/A	N/A	N/A	N/A	77	22
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

**Goal 3: Absolute Measure**

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

**METHOD**

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

**RESULTS AND EVALUATION**

All of our students in the 2018 cohort were exempted due to COVID restrictions. Only one student from the 2017 cohort took the ELA exam. However, that student scored at a level 3 and as a result, we have 100% of our students in this cohort meeting this accountability measure. We predict that we will get a more accurate representation of student achievement when students take this exam again with fidelity next year.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)			with Valid Score (c)/(a-b)
2016	2019-2 0	78	0	67	86
2017	2020-2 1	76	75	1	100
2018	2021-2 2	79	79	N/A	N/A

### ADDITIONAL EVIDENCE

As evidenced by the table below, of the 77 students who took the ELA exam, 55 of 77 passed with at least a 65%. The 2020 and 2021 cohorts are not yet eligible to take the ELA Regents exam.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	N/A	N/A	25	76	25	76
2019	N/A	N/A	N/A	N/A	77	71
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

#### Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 3: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Due to the COVID exemptions, all students in the 2017 and 2018 cohort who were not proficient in 8<sup>th</sup> grade were exempt from the ELA Regents exam this past school year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 <sup>th</sup> Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	49	0	20	41
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	77	N/A	N/A

**ADDITIONAL EVIDENCE**

Due to the COVID pandemic, all students in the 2018 and 2017 cohort who were not proficient in 8<sup>th</sup> grade were exempted from taking the exam in June 2021. While we saw growth among our students scoring at least a 4 in the 2015 and 2016 cohort designation, there is not enough evidence to make this same claim for the 2017 cohort.

**Goal 3: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS AND EVALUATION

Due to the COVID exemptions, all students in the 2018 and 2017 cohort who were not proficient in 8th grade were exempt from the ELA Regents exam this past school year.

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)
2016	2019-20	49	0	43	88
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	79	N/A	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

#### Goal 3: Optional Measure

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

In grades 9-10 over 50% of our students met their growth goal. In the 11th grade we had invalid spring results (please see below) and do not have a growth goal for the 11th grade.

NWEA:

9th grade: 55% met growth goal

10th grade: 61% met growth goal

11th grade: not valid (please see below)

Historically we examined data to see if students were still growing at relatively normal rates according to the measures set forth in the NWEA. The results are below:

	Fall 2019 Mean RIT	Spring 2020 Mean RIT	Fall 2020 (winter) Mean RIT	Spring 2021 Mean RIT	Fall 2021 Mean RIT	Spring 2022 Mean RIT
<b>Class of 2023</b>	218.1	N/A	222	222.3	218.5	N/A

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>Current 11th graders</b>		Pandemic				
<b>Class of 2024 Current 10th graders</b>	218.7	N/A Pandemic	215.5	215.6	213.8	215.8
<b>Class of 2025 Current 9th graders</b>	N/A	N/A Pandemic	N/A	N/A	214	215.6

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

Due to the COVID 19 exemptions, Tapestry did not have enough data to really show growth in high school English Language Arts. We are pleased to have given the NWEA to our 9th and 10th grades to help see academic growth throughout the school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	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 the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
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.	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 English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
--------	--	-----

**ACTION PLAN**

As a school community we value the story data can tell and look for ways to consistently evaluate our data and make improvements to our program. In recent years we have had to rely more on internal measures as the NYS exams have been canceled or optional.

Each year we create an assessment calendar that gets shared with teachers in August. Teachers give a fall and January interim before finishing out the year with either a state Regents exam or an internal final exam. In addition we give the NWEA in the fall, winter and spring for grades 9-11. In looking at both our internal measures as well as NYS Regents exams it is evident that while our students are not performing as well as they historically did on state assessments they are still growing at adequate levels.

Another measure we use to monitor student progress towards learning are our interim's. In January the ELA department gave a full ELA Regents exam to all 11th graders to monitor progress. The results are below:

11th grade interim:

58% over 65

78% over 50

In June 11th graders took the NYS Regents exam. Below are the passing percentages for just the 11th grade in June of 2022.

Regents:

67% over 65

86% over 50

Historically, our students have performed well on the ELA exam. This year we had more students scoring at a 1 or 2 but about the same number of students scoring at a 3 or a 4.

Regents historical:

In 2019- 35.7% at a 4 or 5

26.2 % at a 1 or 2

In 2022-35.6% at 4 or 5

32.9% 1 or 2

Based on our close monitoring of data we can conclude that despite the enormous obstacles we have faced our students are still growing and exceeding in ELA.

While our above data points to solid growth and achievement there were a number of obstacles that our 11th grade cohort in particular faced this year. On May 14th the Tops grocery store a few miles from our

school community was the site of a horrific racist attack. That grocery store is in the neighborhood of many of our students. We had juniors who worked there and so many families that regularly shop there. This was a difficult time for all of us. It was a particularly difficult time for our 11th grade ELA teacher who is also a pastor on the East Side of Buffalo. His church lost one of their parishioners in that attack and he took a leave of absence for three weeks to be with his church and grieve. During that time we were meant to give the NWEA but with a substitute in the classroom the test was not complete. During those three weeks our librarian and our English 12 teacher stepped in to take over the class and prepare students for the exam. Given all our community faced during the spring our students should be commended for their hard work and perseverance.

It is also worth noting that we offer literacy intervention classes for students who are reading well below grade level. This is not a common structure in high schools but it is critical that students have access to reading support as they navigate the complexity of high school content based reading. Of the tenth grade students enrolled in literacy instruction 81% of them met their growth goal. (Literacy is not offered in 9th grade and the 11th grade cohort did not complete the spring NWEA).

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

#### BACKGROUND

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

The math curriculum remained the same for the 2021-2022 school year. Grades K-4 used the EngageNY Modules for all Tier 1 instruction. For the 21-22 school year we welcomed a new math coach who has already made gains with our staff and students.

We also began implementation of the Bridges math intervention program. With this program, we began adding a 30 minute block for all of K-4 to address the mathematics deficits that are not grade level specific. We are tracking this data on a regular basis to adjust interventions throughout the school year. Our Math Coach will work with grade level teams weekly to plan curriculum and interventions.

Math interims and module assessments were used as per our assessment calendar for K-4. These provided opportunities for student engaged assessment and error analysis to happen. This is important for both skill building and long term coherence of mathematics curriculum. Do It Now (DIN's) were implemented as a way to continuously revisit and work on skills since the Modules do not spiral.

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

For the 2021-2022 school year, the Eureka Modules were used for the math curriculum in grade 5 and the Math Fish Tank curriculum was used in grades 6, 7, and 8. At the start of each unit, teachers were given a planning day with the instructional coach. The time was used to identify priority instruction content, align the mid and end of unit assessments to mirror the NYS assessments, and

review lessons to make any adjustments needed to gaps in understanding. Students in 6th and 7th grade were also enrolled in a math lab class that met every other day. This class was designed to review prerequisite skills and reteach priority standards to allow all students to master their grade level standards. Students that qualified for Tier 2 intervention were pulled from this class by the math specialist. In addition, a math TOSA (teacher on special assignment) was hired to push into 5th-7th grade classes. The schedule was designed to support students in non-integrated classes to allow for co-teaching opportunities.

In August, professional development focused on different co-teaching models. Throughout the year, the math specialist, special education teacher, and math teacher met with the instructional coach one to two times per week to unpack lessons, examine exit tickets, and identify effective co-teaching models for the upcoming lessons.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	73	1	0	0	8	81
4	67	3	0	0	13	80
5	74	4	0	0	13	87
6	70	3	0	1	15	86
7	64	5	0	0	24	88
8	64	6	0	0	21	85
All	412	22	0	0	95	507

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS AND EVALUATION

Tapestry Charter School students earned scores below the accountability goal of 75%. The aggregate percentage of Tapestry Charter School students who were in at least their second year earning proficient scores in the NYS mathematics assessment was 40%. While this still does not meet the accountability measure, it is a 1% increase from last year. We are confident that this positive trend will increase in upcoming years.

Performance on 2021-22 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	28	73	32	66
4	13	67	16	57
5	7	74	10	60
6	13	70	15	62
7	11	64	15	60
8	10	64	17	54
All	17	412	18	359

ADDITIONAL EVIDENCE

Tapestry Charter School students earned scores below the accountability goal of 75%. The aggregate percentage of Tapestry Charter School students who were in at least their second year earning proficient scores in the NYS mathematics assessment was 17%. While this still does not meet the accountability measure, it highlights the struggles we are having in a post-pandemic world. We are putting interventions in place to increase this percentage.

**Goal 4: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

METHOD

A school compares 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>6</sup>

RESULTS AND EVALUATION

The table below compares the proficiency of Tapestry students in their second year to that of Buffalo City Schools during the 2020-2021 school year. There is no data released for the 2021-2022 school year for this district. Although we are not comparing the same year, the table below compares our data to that which is released.

2021-22 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 2020-2021 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32	66	12	805
4	16	57	13	711
5	10	60	16	378
6	15	62	9	277
7	15	60	6	252
8	17	54	16	323
All	18	359	13	2746

ADDITIONAL EVIDENCE

There is not yet enough data released from the 2021-2022 school year to compare our performance with that of other charter schools in the area.

**Goal 4: Comparative Measure**

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

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Growth Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

**INTERNAL EXAM RESULTS**

**K-4 Interim Exam Measure**

In response to the COVID 19 pandemic, we continue to refine and rely on internal measures. For our growth measures we specifically looked at:

- NWEA 3x/year with data analysis structures
- Interims 3x/year with data analysis structures

For achievement we looked at the end of year NWEA as a way to examine where students grew but also show many were achieving at grade level by end of year. Tapestry K-4 also used mid and end of NYS Module assessments as a way to look at achievement and master of skills and standards.

**5-8 Interim Exam Measures**

For the 2021-2022 school year, the instructional coach provided support with aligning mid and end of unit assessments to the NYS assessment. Assessments were organized by learning targets to allow students and teachers to reflect on student progress. All assessments were given through edoctrina to allow teachers in co-planning meetings opportunities to analyze student growth and make plans for reteaching when necessary.

Due to pacing at the beginning of the year, math teachers did not give a fall interim but waited until February to assess the math standards taught throughout the year. During math department meetings, teachers had opportunities to participate in a tuning protocol to give feedback on their self-created interims and then use an action planning protocol to address gaps in student achievement.

Students took the NWEA math growth assessment

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAPS

**K-4 MAPS Assessment Results**

The NWEA MAPS scores for grades 1-4 in mathematics can be found below

- Grade 1: 40%
- Grade 2: 45%

Grade 3: 40%

Grade 4: 44%

In general we did not meet our target of 50. We did however have individual classrooms of students that met that target. Out of 14 classrooms (1 classroom is an 8:1:1 for intellectually disabled students) 4 classrooms met the target of 50. Below are our average growth from individual classrooms:

25.00%	sped
27.30%	sped
27.30%	co-taught
30.00%	
31.30%	
33.30%	Sped
37.50%	
38.10%	
44.40%	
47.80%	
50.00%	co-taught
52.40%	sped
54.20%	
66.70%	8:1:1

**Grade 5-8 MAPS Assessment Results**

In 5th grade, the median growth percentile was 39 and 35% of students met their growth goal from fall to spring.

In 6th grade, the median growth percentile was 43 and 47.2% of students met their fall to spring growth goal.

In 7th grade, the median growth percentile was 64 and 74.4% of students met their fall to spring growth goal.

In 8th grade, the median growth percentile was 66 and 63.6% of students met their fall to spring growth goal.

Due to a high turnover rate of staff, PD was provided in August on how to administer the NWEA assessments. Teachers were partnered up with an experienced teacher to administer the tests in groups of 24-26 students. Due to scheduling constraints, there were multiple groups testing at a time which caused internet connection issues where multiple students were removed from the testing session and

frequent interruptions with tech support. There were also multiple absences and students without laptops each day, which resulted in large make-up groups.

In the spring, students took the assessment in their math classes. Instructional coaches created a schedule to allow only 1 grade to test each day and pushed into classes to support with tech issues during the first few minutes of class. Communication was sent home to families to make sure computers were brought in and teachers provided incentives to individuals and the entire grade level for making their growth goals.

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

Tapestry did not meet its accountability goals for the 2021-2022 school year. We do not have the available data in order to determine where we stand in comparison to the Buffalo City School District.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s 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.	N/A 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.	N/A
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

**ACTION PLAN**

**K-4 Action Plan**

For the upcoming school year (22-23) we will continue to utilize the NWEA for data that will determine areas of Tier 2 intervention. Teachers will remediate the identified areas by implementing the Bridges (Tier 2) math intervention program. To ensure our students have an opportunity to receive small group instruction around math deficits we have added thirty additional minutes of mathematics instruction.

We also have a math coach who will be co planning with teachers on a weekly basis. We will be streamlining what students are learning and ensuring vertical alignment across the grade levels. We will

be bringing on an additional data coach to ensure that we are using data appropriately and that all stakeholders can access it. It will also be this person's job to assist with the data analysis surrounding interims and the NWEA assessments. This will be a particularly important role given the new Bridges intervention program that we are implementing for the first time this year.

Our assessment calendar has been streamlined to ensure that we are placing a more strategic emphasis on collecting data that will be used to truly impact instructional decisions; formative data. By implementing an intervention (Bridges) and eliminating the interims for grades 1-4, we will maximize teaching days (that impact pacing) and continue to use more formative data daily in the workshop model. DIN's will continue to be implemented to spiral and review skills.

### **5-8 Action Plan**

For the 2022-2023 school year, students will take their NWEA assessment in math class. Schedules will be modified to allow students a double class period to complete the assessment. Students will be given a lesson the previous day to explain the importance of this assessment. Instructional coaches will continue to provide data to staff on performance by subgroups (IEPs, African-American, and free/reduced lunch).

In 5th grade, students will have a rotation during their RTI block to allow them to receive an extra period of math every 4 days. The instructional coach will work with the teacher to create lessons to reteach concepts based on exit ticket data and unit assessments.

Based on preliminary data from the NYS assessments, the math interventionist will be focused on 6th grade. The teacher will push into classes to allow all sections to have 2 lead teachers daily. During study hall, the math interventionist will also pull students to teach prerequisite skills or reteach based on exit ticket data.

In 8th grade, a section of Non-regents Spanish will be created to allow students to receive Tier 2 intervention. Students will work with the instructional coach every other day to enforce current math standards.

As a math department, teachers will have monthly data meetings to examine overall performance of students on their math standards and create action plans to address gaps.

## **HIGH SCHOOL MATHEMATICS**

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

### RESULTS AND EVALUATION

Due to the covid exemptions, there is no data to report for this accountability measure.

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)
2016	2019-20	78	0	8	10
2017	2020-21	76	14	6	10
2018	2021-22	79	79	77	N/A

### ADDITIONAL EVIDENCE

While we have not historically met this measure, we are hopeful that with the new math interventions we have put in place in the high school that we can improve on this measure in a post pandemic world.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	81	7	64	9	64	9
2019	82	9	20	55	77	2
2020			2	0	86	0
2021					N/A	N/A

### Goal 4: Absolute Measure

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

### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

### RESULTS AND EVALUATION

Due to the COVID exemptions, no students received scores in the 2018 cohort designation.

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 $(c)/(a-b)$
2016	2019-20	78	0	65	83
2017	2020-21	76	14	61	98
2018	2021-22	88	88	N/A	N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	81	67	64	95	N/A	N/A
2019	82	63	20	85	77	96
2020			2	0	86	99
2021					88	82

**Goal 4: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Due to Covid exemptions, we did not have any students who achieved at a performance level 4 among those not proficient in 8th grade.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	51	0	4	8
2017	2020-21	50	5	3	7
2018	2021-22	49	77	N/A	N/A

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Due to Covid exemptions, we did not have any students who achieved at a performance level 3 among those not proficient in 8th grade.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>7</sup>

<sup>7</sup> Based on the highest score for each student on the mathematics Regents exam

## 2021-22 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 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	51	0	43	84
2017	2020-21	50	5	39	87
2018	2021-22	49	77	N/A	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

Math was an area in which our students struggled to regain their progress post COVID and remote learning. While we were prepared to support students in their learning this year in a variety of ways, their final performance on the NYS Regents exams were still significantly lower than results in previous years. Our staffing was consistent this year, with no new or first year teachers in any math roles. We had a math co-teacher in all Algebra classes and all students were enrolled in a supplemental math lab once a cycle until they were able to test out. 72% of all 9th grade students met their growth goal in Math on the NWEA. 66% of our tenth grade students met their growth goal in math.

Among our internal measures, 32% of our Algebra students passed their January interim (a standards based, Regents style exam). In June, 32% of our Algebra students also passed the Regents exam above a 65, however in June 70% of our students were above a 50 in the Special Appeal range. There are many factors that could be considered a cause of performance for our students including but not limited to the results of remote learning, the lack of experience in taking standardized tests or even the difficulty students faced in transitioning back to regular instruction. It would be difficult to pinpoint just one reason or cause for this drop in achievement. What is critical is that we continue to push our students to achieve at high levels.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to COVID exemptions, we do not have accurate data to measure our students' performance on state assessments. While 80% of students have reached performance level 3 by the end of their fourth year in the cohort, these students achieved this target in ninth and tenth grade and have not had the chance to improve their scores due to the cancellation of the Regents exam. We are hopeful that as we return to normal instruction, we can again achieve our absolute and growth measures.

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

## 2021-22 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 Not enough data
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade 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 Not enough data

### ACTION PLAN

Holding students back or “tracking” students is against our fundamental beliefs as a school community. Instead, we believe that all students should have access to higher level courses with increased support. We did require all students who failed their exams below a 65 to attend summer school and retake the exams. However, if they failed below a 65 for a second time but passed the course (with a Regents score above a 50) we will be promoting students to the next level of math. For our Algebra students moving to geometry we need to continue to increase support and so this year all geometry students will have access to a math lab for both Algebra and Geometry which will be an additional period of support to review key skills and concepts once every four days.

Unfortunately, due to budget constraints we will no longer have a dedicated co-teacher in Algebra except for the two integrated co-taught periods.

As a school we have made the decision to move away from the NWEA as a data collection tool. It is a lengthy assessment process and teachers have struggled to effectively use the data in both ELA and Math. We will be moving towards a growth measure tool that we hope will better support our teachers in differentiating their instruction to better meet the needs of all students.

In addition, we continue to work on our curriculum mapping. In August when our teachers return they will view the June data reports and item analysis as a department as well as disaggregated performance

data for their exams. From this data they will be able to set department goals. Monthly departments will meet and go through a look at student work protocol to monitor their own progress towards their department goals. In addition, all teachers give an interim in October and a longer interim in January. These interims are written before instruction begins, are aligned to end of year Regents exams and are assessed for a variety of rigor in the question types. All teachers engage in an interim analysis protocol at the end of their interim.

## GOAL 5: SCIENCE

### Goal 5: Science

#### BACKGROUND

##### Grades K-4

For the 2021-2022 school year, grades K-2 will continue to utilize their expedition blocks to deliver Science and Social Studies lessons. Our new EL Modules also provide opportunities for cross curricular connections of Science and Social Studies. Grades 3 and 4 will use a specific scope and sequence to ensure students are exposed to Science and Social Studies during their expedition block. STEAM classes will also target specific Science Standards throughout the school year. With the movement of the state exam from 4th grade to 5th grade we will work closely with the middle school to ensure that our students are well prepared for this new science exam.

##### Grades 5-8

For the 2021-2022 school year, 5th grade joined the middle school program. A grade level science teacher was hired to allow students to have a period of science every day as opposed to previous years where 2 teachers taught half the grade level math and science during a blocked schedule. This year was the first year that all teachers used the Amplify curriculum for the entire school year. In the previous year, due to the hybrid schedule, students only got 2 science lessons a week. This year, all 5th-8th grade students received a daily 48 minute period of science. Each grade level also had 1-2 sections that was co-taught with either a special education teacher or science TOSA (teacher on special assignment).

##### Grades 9-12

Our science department has been stable for the past few years and have worked together to create consistencies and increase rigor in the department. Our science department has been closely following the transition to next gen and working on their curriculum while still recognizing that all state assessments are still following common core standards. During the 2021-2022 school year all 9th grade students took Living Environment and all tenth grade students took either Earth Science or Chemistry dependent upon their 8th grade science. After Earth Science we offer students Environmental Science(a course that prepares students to retake Living Environment through a project based approach) , both Chemistry and Non-Regents Chemistry, Regents Physics, STEAM and AP Biology. In addition this year we

offered a Chemistry of Food elective for the first time which engaged our students in its hands-on approach.

Our 9th grade students performed above the goal we set for ourselves as a school on the NYS regents exam despite this being the Living Environment teachers first full year as a lead teacher. In general our 10th grade cohort did not perform at our predicted goal level and this was the case for Earth Science as well however after our summer school program we had more students who qualified for the Special Appeal or passed with above a 65.

ELEMENTARY AND MIDDLE SCIENCE

**Goal 5: Absolute Measure**

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Tapestry did not meet this measure. While 66% of fourth grade students in at least their second year were proficient, only 33% of eighth grade students in at least their second year were proficient. Overall, Tapestry students had a proficiency rate of 49% in science.

Charter School Performance on 2021-22 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	66	59
8	33	64
All	49	123

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Earth Science	43	28

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2018-19	Earth Science	60	25
8	2021-22	Earth Science	65	23

Despite the pandemic, we have always made it a priority to challenge our highest achieving students to take Regents level courses while still in middle school. Our percent passing rate has increased every year, with 65% passing the Earth Science exam in the 2021-2022 school year.

### Goal 5: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### ADDITIONAL CONTEXT AND EVIDENCE

Science was not a priority for our students when they were learning remotely and the gaps that we have discovered are reflected in our science performance on state exams. However, we are optimistic with the state of our science program at Tapestry Charter School. We have made massive curricular shifts in grades 6-8 and although we have not seen the fruits of that labor yet, we hope to when we can return to in-person instruction in future years. We have fully adjusted to the NGSS standards and continue to build our teachers' capacity towards real world phenomena based instruction.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Tapestry did not meet its science goal of a 75% passing rate for 4th and 8th grade science students. There is more work that needs to be done to ensure that students are prepared for the upcoming NGSS standards.

### ACTION PLAN

#### K-4 Action Plan

As we move through the post pandemic 2021-22 school year we are mindful about changing our science curriculum. Tapestry understands the need for stronger science instruction through dedicated blocks. However, the science is integrated into the EL Expedition blocks daily. As we go through the process of selecting a new literacy curriculum, we want to make sure we do not make changes in 21-22 but wait to do so in 22-23 and solidify changes in the science curriculum, instruction and assessment in 2023-24. This will provide us with opportunities to develop a stand alone content/science block, integrating with literacy when it lends itself to it and to have STEAM be a more integrated Super Subject at Tapestry.

The NYS Science Assessment will be moved to grade 5, versus in grade 4. However, there is a need to further examine and align science instruction k-12. The 4th grade NYS Science Assessment in the

past has seen declining rates of proficiency. Tapestry Middle School's science scores have also been sub-par throughout renewal. Currently the 9-12 are also seeing increased numbers summer school for Regents credit for the sciences.

The K-4 is currently (in 2022-23) building out science curriculum maps that align to literacy- taking this out of the expedition block, being a stand alone for 23-4. This connected plan is extremely important when we think about integrating content throughout our instructional days for students. Because of the concerns that we have, the K-4 program has invested in hiring an additional instructional coach that has expertise in science and mathematics. The instructional coach is already working with the CAO to align science instruction and gather resources, doing an audit for K-4 with the new literacy program.

### 5-8 Action Plan

For the 2022-2023 school year, teachers will work on creating consistent grading policies around the standard-based assessments in Amplify. To allow for effective feedback, teachers were asked to follow the Amplify curriculum with validity. They used the provided lesson plans and assessments with rubrics. During co-planning meetings, notes were taken in the unit plans about possible adjustments and modifications for the following school year. The special education teacher did provide supplemental materials (graphic organizers) that all students had access to.

Prior to each unit, teachers will meet with the instructional coach to identify the formative and summative assessments and create rubrics that work for a traditional grading system. An outside consultant will work with the department to support students' writing to include a crosswalk of student expectations at each grade level and examining the argumentative writing rubrics for each unit. After the mid-juncture assessment, teachers will meet with the instructional coach to look at student progress and identify additional supports students will need to be successful at the end-of-unit assessment.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

### METHOD

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

**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 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the**

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

RESULTS AND EVALUATION

Due to Covid exemptions, we have no data to report on this accountability measure.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>8</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	78	0	67	86
2017	2020-21	76	9	56	84
2018	2021-22	79	78	N/A	N/A

ADDITIONAL EVIDENCE

We have historically met this goal and we expect to in the future given our Regents passing rates below.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	81	60	79	100	79	78
2019	82	12	1	0	77	100
2020			4	0	86	97
2021					88	82

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

All of our science teachers follow the same interim process. Teachers create their interim assessments based on content taught and following the NYS regents exam format. Teachers engage in a rigor matrix protocol before giving their interim to determine where each of their questions fall on the rigor matrix as well as linking each question to standards. At the conclusion of the interim departments meet to complete their interim analysis and set goals for re-teaching or alternate methods.

<sup>8</sup> Based on the highest score for each student on any science Regents exam

In Living Environment 43% of students passed with a 65 or better in January on the interim. As a goal, our LE teacher noted she wanted to engage in a coaching cycle on explicit questioning strategies. She saw her passing rate improve to 52% in June with over 80% of her students passing above the special appeal range of 50.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

While the data is limited, we have historically reached our science goals in the high school. We expect to continue that trend in the future.

### ACTION PLAN

Next year all of our content area teachers will be engaging in professional learning communities weekly around deeper instruction. In addition we will be changing our school day cycle. In the past we had A-F cycles with our students having a science lab once a 6 day cycle. Next year we will move to an A-D cycle and our students will have a lab once a 4 day cycle which will increase students' contact time with their teachers and the consistency of their lab periods.

We are also offering a new science elective, Biomedical Science, which will give students the opportunity to explore the many different science professions post high school.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

#### Goal 6: Absolute Measure

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

### METHOD

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

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

RESULTS

Due to Covid exemptions, all students were exempt from this exam. While we have historically met this measure, there is not enough data this year to measure these results.

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)
2016	2019-20	78	0	64	82
2017	2020-21	76	76	N/A	N/A
2018	2021-22	79	78	N/A	N/A

EVALUATION

There is no data for this measure due to COVID restrictions.

ADDITIONAL EVIDENCE

There is limited data for this measure due to COVID restrictions.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	78	78	79	N/A	79	99
2019	N/A	N/A	N/A	N/A	77	100
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

**Goal 6: Comparative Measure**  
 Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

**Goal 6: Absolute Measure**  
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

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

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

RESULTS

There is no data for this measure due to COVID restrictions.

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)
2016	2019-20	78	0	63	81
2017	2020-21	76	22	50	93
2018	2021-22	79	78	N/A	N/A

EVALUATION

While we have historically met this accountability measure, there is no data this year due to COVID restrictions.

ADDITIONAL EVIDENCE

While we have historically met this accountability measure, there is no data this year due to COVID restrictions.

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	81	N/A	79	99	79	99
2019	N/A	N/A	88	95	77	97
2020			N/A	N/A	86	88
2021					N/A	N/A

### Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### ADDITIONAL CONTEXT AND EVIDENCE

The Social Studies department has made gains over the last two years with regards to interim alignment to Regents exams becoming a better tool to gauge student outcomes. An average score on the January interim was 63% and the average score on the June exam was 62%. We will continue to monitor progress throughout the year through interims in October, January and a final exam in June. Administration has done a better job with regards to pulling and sharing data with departments and walking them through a data inquiry protocol after taking interims and reflecting on their data to make adjustments to their instruction. There is still considerable room for improvement.

Out of 72 students who took the NWEA in the Fall of 2021, 33 scored between 217-250 (avg-above avg) range. 72% of those students scored a passing grade on their June Regents exam. Understanding there is a strong link between success on Regents Exams and Reading level, we still have a significant number of students reading below grade level.

### SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

While we have historically met the high school social studies accountability measures, there is no data this year due to COVID restrictions.

### ACTION PLAN

Both our 9th and 10th Grade social studies are new to the teaching field. After our first two months of walk-throughs, based on what the informal data was telling us, we deemed it necessary to pull back on their lesson planning autonomy as they grow into their roles and support them with the New Visions curriculum through coaching cycles.

This decision was a major reason why we saw a lower number of students scoring in the 1 or 2 range when compared to 2019

Global Exam

2019 = 61% at a level 1 or 2

2022 = 48.7% level 1 or 2

Having reviewed our historical achievement data we have noticed a gap in performance for our SPED students in particular. An integrated co-teaching initiative will train teachers on co-teaching and provide more opportunities for differentiation and thoughtful planning in all content area classes. Erie 1 BOCES

to provide the entire SPED department and select General Education teachers for two days of professional development on the co-teaching models. We also hired a 5th Special Education teacher to support the social studies department. Despite these moves we saw 77% of SPED students scored at a level 1 or 2 on the June 2022 exam.

After the interim, the department determined that there should be a focus moving forward to improve student writing skills in order to score higher on the essays. Their review of the data showed that many students scored in the 1-2 Range. More was done developing “Do Now’s” that incorporated more short answer writing prompts that tied to the causation, analysis, and synthesis, with less reliance on multiple choice.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Tapestry Charter School is a school in good standing. It is in good standing in all categories for the 2021-2022 school year.

### ADDITIONAL EVIDENCE

Tapestry Charter School is a school in good standing, as it has been for every year of its existence.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

