



**TAPESTRY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Lynn Bass, High School Principal, Christina Lesh, K-8 Principal and Joy Stanli Pepper, Executive Director prepared this 2013-14 Accountability Progress Report on behalf of the school's Board of Trustees:

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Joy Stanli Pepper has served as the school leader since 2001.

INTRODUCTION

Tapestry Charter School is a K-12 Arts Integrated School, partnered with Expeditionary Learning (EL) Schools. Learning expeditions at each grade level are arts integrated and meet the Common Core Standards in each academic subject area. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students.

Teachers are engaging in professional development, culture and curriculum work throughout the year with guidance from our EL school designer and our own instructional leadership teams. Students collect work for their portfolios and present their work in yearly student-led conferences. Parent involvement at these conferences is well attended along with members of the staff and community. The report card given each trimester are standards based, with grades earned for each learning target met.

Our curriculum and culture work has been recognized by the National Expeditionary Learning organization and in 2013-14 we became one of 20 Mentor Schools in the EL network of 166 school nationwide.

In the fall of 2011, the K-8 and High School joined together in a new facility. With program growth at the Lower School at 52 students per grade, it is projected that more students will be promoted from Tapestry's 8th grade program, into our High School. This will add continuity and shared community to our K-12 school program. In fact, in the fall of 2014, 39 of the incoming 9th grade class of 84 were Tapestry 8th graders.

A vibrant, caring culture for students and staff is achieved through our emphasis on the core values of Perseverance, Integrity, Respect, and Responsibility. Since opening as a K-4 program in 2001, Tapestry has grown one grade per year until we became a complete K-12 school in 2010. We have successfully graduated five classes of college bound seniors.

Tapestry's student body is a diverse representation of the City of Buffalo. In 2013-14 our K-8 student body had a 55% free and reduced lunch population with 16.3% of students having an IEP. These students, along with those that received Title I reading and math support, ESL and 504 services account for 35.5% of the 467 students in the K-8 this past year.

In grades 9-12, we had a total High School population of 327 students, with 75% qualifying for free and reduced lunch. Students with IEPs accounted for 13.8% of our population. Students who received Title I support as well as ESL and 504 students amounted to 35.5%

Tapestry employs 8 special education teachers, 3 school counselors, 1 speech pathologist, and 5 literacy specialists to meet the needs of our students. Our partnership with Americorps ABLE adds 8 additional new teachers who primarily work supporting literacy and math instruction.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	26	24	27	26	26	26	26	25	26	76	75	80	78	541
2011-12	52	52	52	27	26	52	52	26	25	80	83	82	80	689
2012-13	52	52	52	52	26	52	52	52	26	81	81	81	77	736
2013-14	52	52	53	53	51	53	52	52	49	83	84	84	76	794

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 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 website for its accountability rules and cohort definitions:

<http://www.emsc.nysesd.gov/irts/accountability/home.shtml>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2011-12	2008-09	2008	79	2	77
2012-13	2009-10	2009	80	0	80
2013-14	2010-11	2010	73	2	71

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: 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 die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	77	4	81
2012-13	2009-10	2009	76	8	82
2013-14	2010-11	2010	70	1	71

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	1	0	1
2012-13	2008-09	2008	3	0	3
2013-14	2009-10	2008	1	1	2

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¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading and writing of the English Language.

Background

Tapestry's English Language Arts curriculum emphasizes reading and writing across the content areas. All teachers in grades K-8 deliver ELA instruction deeply aligned to the Common Core Learning Standards through rich and engaging learning expeditions. Reading, writing, speaking and listening are not exclusionary subjects, but rather explicit connections are made between literacy skills and the content areas. Tapestry values heterogeneous instruction. Because students learn in classrooms with a small 13:1 student to adult ratio, differentiated instruction in the area of literacy is easily facilitated.

In addition to a block of content with embedded literacy instruction each day, students in grades K-4 participate in daily Guided Reading and Reader's Workshop. During this time flexible groupings allow for students to participate in homogenous instruction that is targeted by need. Curriculum for this instruction has been aligned to several resources including the CCLS, Fountas and Pinnell benchmarks and Tapestry's learning expedition Standard-Target-Assessment planners. A certified literacy specialist works with students in the K-4 program who have the highest literacy needs. Other K-4 students in need of tier 2 interventions are supported within the classroom by their teachers and by teaching assistants. A certified literacy specialist provides literacy instruction, for students in the middle school, three times per week, in a smaller group. Instructional decisions for these groupings is driven by data collected from the by Fountas and Pinnell reading benchmarks and the Scholastic Reading Inventory. All students are assessed a minimum of three times per year, while students of higher need are assessed more frequently through progress monitoring.

To ensure teachers were prepared to meet the demands of teaching the CCLS, professional development from the 2011-14 has focused on the ELA instructional shifts, specifically close-reading and embedding complex text into daily instruction. Staff experienced extensive training to refine their practice around student-engaged assessment practices, and implementation of the ELA Common Core standards and instructional shifts. Teachers were supported in designing learning experiences that would foster a greater sense of independence toward reading for students. Using an instruction model that cycled around students reading, then writing, then participating in structured discussion protocols and then going back to the text for evidence, teachers were able to build their daily lesson plans around complex text. Expedition products continued to focus students toward creating high-quality products for authentic audiences.

For the upcoming 2014-15 school year, all staff will shift their focus of professional development to increasing complexity, rigor, and depth of student thinking in daily instruction. By focusing on the criteria for Deeper Learning, and through the Lesson Study model for Professional Learning Communities, teachers will actively foster student independence with reading complex text to support content understanding. Literacy specialists will continue to support struggling readers in close reading of complex text and with writing that is grounded in evidence. Significant programmatic changes have been implemented to increase the instructional time for English Language Arts and literacy instruction in the K-4 program as well as for the middle school. Middle School English Language Arts class sizes have also been reduced greatly from 26 to 17 students per class.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grades in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	52	1		1	53
4	50			2	52
5	51			1	52
6	46	2		4	50
7	48	1	1	4	52
8	51			1	52
All	298	4	1	13	311

Results

The percentage of Tapestry Charter School students who were in their second year earning proficient scores on the NYS ELA assessment was within the range of 16% to 30%. Overall, 22% of Tapestry Charter School students in at least their second year earned a proficient score. Of the 298 students who participated in the ELA assessment, 58 of them were in their first year at Tapestry.

³ 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.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	25	52	27	48
4	16	50	16	43
5	10	51	17	18
6	20	46	20	40
7	23	48	22	45
8	29	51	30	46
All	21	298	22	240

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2013-14 English Language Arts Performance
By Grade Level and Years Attending the School**

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	0	4	50	2	12	25	43	21
4	14	7	0	2	13	24	24	17
5	6	33	33	3	0	0	13	15
6	0	6	8	25	0	1	43	14
7	33	3	17	6	16	25	36	14
8	20	5	8	12	30	20	50	14
All	<u>12</u>	58	<u>19</u>	50	<u>12</u>	95	<u>35</u>	95

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56	25	37	48	27	48
4	76	26	29	21	16	43
5	75	20	32	19	17	18
6	64	25	30	43	20	40
7	55	20	24	38	22	45
8	80	25	35	20	30	46
All	68	141	31	189	22	240

Evaluation

Tapestry Charter School students earned scores far below the accountability goal of 75% of students in at least their second year earning a proficient score. The reader is asked to consider that this measure with an aim of 75% proficient is a goal from 2001, when the assessments were different and the learning standards were different. Additionally, in the years from 2001-2010, Tapestry always exceeded this measure. When New York State redrafted their assessments for the CCLS and implemented new cut scores to determine proficiency, Tapestry, as well as schools across the state, saw a sharp decline in the percentage of students who are proficient.

For the 2013-14 school year, 22% of students in at least their second year at Tapestry Charter School earned a proficient score. The reader is asked to consider that this percentage is far above the City of Buffalo average of 12%. Additionally, statewide the average percentage of charter school students who are scoring in the proficient range is 26%. Buffalo charter schools have, on average, 17% of their students performing in the proficient range. Tapestry's performance is better than Buffalo charter schools and consistent with the statewide averages. The reader is also referred to the additional evidence in the table that demonstrates how the students performed on the assessment when considering how long they have been enrolled in Tapestry. By their fourth year with Tapestry, students are clearly outperforming students who have been with the school for less than four years.

At a time when NYS implemented the Common Core Learning Standards and a new assessment tool, Tapestry Charter School's K-8 program was rapidly expanding over the course of three years to double its student body. There is a difference in performance levels between the whole student population versus students who have been with the school for at least two school years and an even more dramatic difference after four years. While increasing in size, the school also doubled the number of students who qualified as economically disadvantaged and who qualify as students with disabilities. The school has now completed its expansion and is moving into a period of stability with its students and staff. The school has also made significant programmatic changes to reduce class size, increased daily ELA instructional minutes, and provide additional specialized staff for students who are still not meeting the proficiency target.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4

with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

Tapestry earned a PLI of 77. The AMO for 2013-14 English Language Arts was 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	43	37	16	4

$$\begin{array}{rccccccl} \text{PLI} & = & 37 & + & 16 & + & 4 & = \\ & & & & 16 & + & 4 & = \\ & & & & & & & 20 \\ & & & & & & & \\ & & & & & & & \text{PLI} \\ & & & & & & & = \\ & & & & & & & 77 \end{array}$$

Evaluation

Tapestry Charter School earned a PLI of 77 for ELA in 2013-14. When analyzing the data at the specific grade-levels, it is evident that for grades 5 and 6 there is a disproportionate number of 1s compared to other grades. This is correlated to the rapid expansion of the school and connected to the influx of new students in these grades in the last three years. 65% of the 5th graders in 2013-14 were new to the Tapestry community. 57% of 5th graders earned a score of 1 in ELA. In the 6th grade, 65% of students were in their first or second year with Tapestry. The PLI of 77 is directly attributable to low scores within these two grade levels. Even if a quarter of the students who earned 1s had earned 2s, Tapestry would have met this measure. With the expansion complete, and student and staff stabilizing, the scores are predicted to show a significant improvement in future years.

Goal 1: 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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.⁵

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁵ Schools can acquire these data when the New York State Education Department releases its Access 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

Tapestry Charter School greatly outperformed the home district at each grade level and for the overall performance by 10 percentage points.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	27	48	13	2,302
4	16	43	15	2,341
5	17	18	9	2,427
6	20	40	10	2,362
7	22	45	11	2,504
8	30	46	14	2,331
All	22	240	12	14,267

Evaluation

Tapestry met the measure by exceeding the performance of students from the local school district in grades 3-8. Overall Tapestry students out-performed Buffalo Public School students by 10 percentage points at level 3/4. This is consistent with past performance – in 2012 and 2013 Tapestry students out-performed the Buffalo Public School students by 40 and 20 percentage points, respectively. For the 2013-14 school year, most notably, Tapestry out-performed Buffalo Public School in grade 8 by more than half.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	56	27	37	12	27	13
4	77	31	29	10.7	16	15
5	75	27	32	9.8	17	9
6	64	31	30	12.3	20	10
7	55	26	24	10.5	22	11
8	80	24	35	13.5	30	14
All	68	26	31	11	22	12

Goal 1: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁶

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. Tapestry earned an overall effect size calculation of -0.19 or lower than expected to a small degree.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students At Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		50	32.0	32.1	-0.1	-0.01
4		25	24.0	34.9	-10.9	-0.84
5		51	19.6	27.8	-8.2	-0.59
6		49	30.6	30.4	0.2	0.01
7		50	20.0	23.1	-3.1	-0.21
8		25	32.0	24.7	7.3	0.52
All	56.5	250	26.0	28.6	-2.7	-0.19

School's Overall Comparative Performance:

Lower than Expected

⁶ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

In examining the data by specifically focusing on grade level results, the reader is asked to consider the rapid expansion of student enrollment and the rapid increase in population of students who are considered to be economically disadvantaged. Since 2010 the percentage of students who qualify as economically disadvantaged in grades 3-8 has increased from 29% to 56.5%. By directly comparing grades 5 and 8, the reader can observe the challenges of providing instruction for students where the majority are new to the school's community. The results for grades 5 and 8 are the inverse of each other, demonstrating that the more years students remain in our program, the more effective the school is in fostering success for those students.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	29.0	155	61.3	58.6	0.22
2011-12	3-8	42.9	204	61.3	59.6	0.42
2012-13	3-8	56.5	249	26.0	28.7	-0.20

Goal 1: Growth Measure⁷

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 state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁸

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysesd.gov.

Results

Tapestry Charter School had an overall Mean Growth Percentile of 48.2. Most notably grades 6, 7 and 8 were above the Statewide Median of 50.0.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	n/a	50.0
4	39.5	50.0
5	47.5	50.0
6	51.5	50.0
7	52	50.0
8	50.5	50.0
All	48.2	50.0

Evaluation

Tapestry did not meet this measure falling just short of the Statewide Median of 50.0 with a 48.2. Grades 4 and 5 did show a drop in growth, most notably in grade 4. Had the grade 4 results shown even slightly better growth, Tapestry would have met this measure. While this report asked for the 2012-13 Unadjusted Mean Growth Percentile, the 2013-14 data is available. The 2013-14 data shows that Tapestry's overall Unadjusted Mean Growth Percentile for ELA is 50.8. The most recent data shows Tapestry meeting this measure.

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

Grade	Mean Growth Percentile			
	2010-11 ⁹	2011-12 ⁷	2012-13	Statewide Average
3			n/a	50.0
4			39.5	50.0
5			47.5	50.0
6			51.5	50.0
7			52	50.0
8			50.5	50.0
All			48.2	50.0

Summary of the English Language Arts Goal

Tapestry Charter School met the comparative goal specific to the Buffalo Public School District; however, Tapestry did not meet the comparative goal using the regression analysis when controlling for economic disadvantage. The two absolute measures for 75% of students in at least their second

⁹ Grade level results not available.

year achieving proficiency and the PLI of 89 were not met. Tapestry was just short of meeting the goal for the new measure to show growth year to year with an overall mean of 48.2.

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Now that the expansion has concluded, there is greater stability with the student body and the teachers have had the opportunity to work directly with the CCLS for three years, the school can shift its focus to specific student subgroups with unique challenges.

The school will continue to use the Scholastic Reading Inventory and the Fountas and Pinnell Reading Inventory, as a school-wide assessment procedure to identify students in need of tier 2 and tier 3 literacy interventions. This information is formally shared through grade-level team meetings and is available to both literacy specialists. A new Professional Learning Community structure will support small groups of teachers in analyzing daily instruction for Deeper Learning criteria – specifically for rigorous, cognitive engagement and the opportunity to grapple. As part of this structure teachers will analyze student work as curriculum-based measures, refine lesson plans and observe colleagues teaching. Specifically designed professional development for first and second year teachers, facilitated by Expeditionary Learning, will support the implementation of best practice for literacy instruction. Tapestry has aligned all grade levels with the performance standards outlined in the new framework for the Common Core.

In 2014-15 Tapestry welcomes three new certified English Language Arts teachers – two to partner with the current two literacy specialists and one to allow for smaller class sizes in middle school ELA classrooms. Additionally, Tapestry will continue to implement the co-teaching model between general education teachers and consultant teachers to maximize opportunities for small group instruction based on readiness. Teachers have completed a deep analysis of the assessment results and have

noticed specific patterns with student performance. Students need to develop skills in responding to an on-demand, specific prompt with explicit criteria. Teachers have embedded this priority into their planning and preparation across content areas and grade-levels.

High School ELA Measures

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁰

Results

ENGLISH LANGUAGE ARTS

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.¹¹ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in the first entering class, forty-six (46) students, or 92 percent, passed the New York State English Regents exam by their fourth year. In the years that followed, with cohort groups rising in number to seventy to eighty students, the percentage reaching Level 3 with a passing score of

¹⁰ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

¹¹ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

65 has remained similar, while the percentage of students reaching the former Level 4 score of 85 remained in the range of approximately 25 percent. The results during the starting years of Tapestry met and safely exceeded the ELA Absolute Measure goal of 75 percent passing.

Now that attention is drawn to a new cut score measuring college and career readiness at 75, the satisfaction with a passing rate at a cut score of 65 is diminished. The updated achievement goal is to have at least 65 percent of students earning scores of 75 or better. If a score of 75 was the cut score for the cohorts of 2007, 2008, 2009, and 2010 the results of 38 percent, 49 percent, 49 percent, and 55 percent, respectively, fall short of the goal.

**English Regents Passing Rate with a Score of 65 /75
By Fourth Year Accountability Cohort¹²**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2008	77	92 / 49
2009	80	89 / 49
2010	71	87 / 55

Evaluation

It is admirable to raise the bar for New York State students to a “college and career readiness standard.” Given that a score of 65 had long been the standard, however, students were previously unlikely to repeat the exam if their scores were between 65 and 74. Students were all meeting their personal needs, and achieving the Regents scores necessary to earn their diplomas. (A few students with special needs were earning local diplomas with scores between 55 and 64 after multiple attempts at the test.)

Now that the bar is officially raised, the school policy has shifted to re-administration of the Regents exam for all students scoring below 75. A strong message has been communicated to students that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. Students and families are now familiar with the common college practice of pre-testing students in ELA and Math at the time of college enrollment, and requiring paid participation in non-credited remedial courses for any student who does not meet criteria.

With new information about the higher standards, there has been an increase in students’ motivation to aim for a score of at least 75 and to re-take the exams as necessary. The percentage reaching 75 has steadily increased, from 38 percent in the 2007 cohort to a current level of 55 percent. Careful twice-yearly administration of the Scholastic Reading Inventory (SRI) at all grade levels provides relevant information for students, families, and staff so that interventions can be effectively targeted for struggling students. It must be noted that school staff are, of course, honest with students that a score of 65 continues to earn them the same diploma as a score of 75 or better.

¹² Based on the highest score for each student on the English Regents exam

Additional Evidence

Acknowledging that higher standards are essential for our students' success, throughout the 2013-14 year, professional development continued to be directed toward full staff engagement in the promotion of students' literacy skills, with guidance emerging from the Common Core initiatives. Tapestry High School had been included in a yearlong grant from the National Writing Project with Canisius College, which included many days of paid training for ELA staff. The teacher driven group produced an impressive school-wide plan and supporting materials designed to improve teaching practices related to written language skills. A lengthy teacher led session was featured in the opening week of staff development, at which the group's handbook of priorities for written work was distributed to all teachers. This tool was distributed to all students and was used as an instructional resource in English courses, while it was also referenced in every course with written requirements.

Recognizing the need to continue to increase the percent of students with college and career ready skills, AmeriCorps tutorial services are focused exclusively on literacy skill development. Student growth in reading is monitored closely using the Scholastic Reading Inventory (SRI).

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010			71	86/55	71	87/55
2011					83	82/49
2012						
2013						

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 with a Regents diploma, ideally at the college and career readiness standard.

Results

Of the twenty-eight students in the 2009 cohort whose records from the 8th grade language arts exam were available, ten had scored below proficiency level. Of those ten students, nine (9), or 90 percent, passed the English Regents with a score of 65. Four (4), or 40 percent, reached the college and career readiness standard of 75.

**English Regents Passing Rate with a Score of 65 / 75 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort**¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2008	NA	NA
2009	10	90 / 40
2010	46	87 / 47

Evaluation

Referencing the old regents standard of 65, with a substantially larger number of middle school scores available this year (65 scores were available), results for the 2010 cohort continued to exceed the goal of 75 percent proficiency for students who entered high school with deficient eighth grade ELA skills. The growth in literacy skills from elementary through high school years is encouraging.

When referencing the new standard, the goal of 65 percent reaching a score of 75 or better was not reached, although the percentage has improved from last year. As noted previously, the cohorts of 2009 and 2010 have lacked strong motivation for working hard to retake the exam in order to raise what is still a sufficient passing score for them to earn a Regents diploma by the state's own definition.

See previous section for description of efforts that will move students toward the new goal.

Additional Evidence

During the 2013-14 school year, there was a change in the state system of storing exam scores, and many more of the grade 8 results became available to us. As compared to only 28 records available for the 2009 cohort group, this year we had 65 records available. The improvement in the state system allowed access to meaningful information revealing the encouraging growth our students have made while enrolled at Tapestry.

With reference to the 65 records to which we had access, it should be noted that only 19 students (29 percent) were proficient upon entry, while 46 students (71 percent) were entering high school not ready for high school level work. Noting that reality, the accomplishment of such growth is a true testament to the hard work of Tapestry teachers.

¹³ Based on the highest score for each student on the English Regents exam

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of 166.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

Based upon the AMO set this year in the state's NCLB accountability system, Tapestry High School's Accountability Performance Level (APL) did not meet the objective.

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
71	13	32	51	4

$$\begin{array}{rcl} \text{PI} & = & 32 \\ & + & 51 \\ & & 51 \\ & + & 4 \\ & & 4 \\ \hline \text{APL} & = & 142 \end{array}$$

Evaluation

In years prior to 2013 Tapestry met and exceeded the expectation set by the state for achievement in ELA. Given the changes in the definition of the Levels, the numbers of students in the desired Levels 3 and 4 have not surprisingly decreased. It is relevant to mention here that the definition of achievement at a passing level has changed for the schools' accountability, while students continue to be held to the previous standard.

In examining the nine individual students from the 2010 cohort who fell short of Level 3, it is noted that all students in Level 1 were eligible for either: local diplomas by virtue of their disability classification or ESL/ELL services. One student with an IEP was repeated in ninth grade, and will continue in his fifth year as a senior to re-take exams to improve his scores. One 18-year-old refugee from Burma will transfer next year to a program in English language and vocational preparation. One student entered Tapestry in the fall 2013, at the age of 20, requesting a transfer from a dangerous situation in a Buffalo Public School. She had recently arrived from Iraq, speaking little English, and sought a safe public high school setting with her sister and brother. She opted to drop from our enrollment after some months to attend a newly opened language training and work placement program for refugees, in which she is still enrolled. (Her brother and sister remain at Tapestry.) Of the remaining six students, all have opted for local diplomas. One qualified for both CSE and ESL/ELL services, while three more received only CSE support. The additional two students qualified for 504 Accommodation Plans. Of the six earning Level 1 who were granted local diplomas, four are enrolled in community college for fall 2014.

In June 2014, fifty-eight students who had taken the exam in January retook the exam, aiming for a Level 3 or 4 score, and eighteen reached the goal. It is still true that for seniors who were already eligible for a Regents diploma, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning.

In terms of the school's motivation to improve scores in the future, all staff are clear that the goal has been raised formally and that the rationale of increased preparedness for college and careers is sound. The message to students and parents is being communicated in a variety of settings, including our Crew advisory groups, English classes, Student Led Conferences, and guidance meetings.

In addition, teachers in all subject areas, including physical education and art, have participated in professional development emphasizing the urgency of improved literacy skills and the role of non-ELA teachers in that process. Common Core standards have been presented to and discussed with all staff. Strategies for improvement of students' skills include text based writing in all subjects, the development of a school-wide writing manual for use by all teachers, and careful grade-level analysis of the students' results on the Scholastic Reading Inventory. Tapestry High School is continuing the weekly schedule of Monday morning professional development, and efforts to strengthen the teachers' skills are ongoing.

Additional Evidence

While the state has raised the bar for all students, and students' scores between 65 and 74 are now considered by SED to be subpar, it is important not to lose sight of the impressive accomplishment of the 11 students in the cohort who were eligible for local diplomas, and instead earned regular regents diplomas with scores at and above 65 in all areas. Many of these students are appropriately seeking community college programs in fields that meet their interests and the needs of the Buffalo community. There is as much dignity in the trades as there is in a four-year liberal arts degree.

Goal 1: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically

disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools statewide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Met seed upon the available comparison for the 2008 cohort, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the English Regents. The passing percentage for Tapestry's 2010 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ¹⁴	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	92	77	75	2153
2009	89	80		
2010	87	71	N/A	N/A

¹⁴ District results for the 2009 cohort are not yet available.

Evaluation

The performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time.

Regarding Tapestry's performance, we are aiming to reach and exceed the new standards and college and career readiness levels regardless of the BPS outcomes. As noted previously, Tapestry has presented the Common Core Learning Standards and the new College and Career Readiness goals to all staff. Professional development occurs weekly and has been targeted to the areas of literacy and improved academic school culture.

Additional Evidence

Renewed efforts are being made to explain to students the new and higher national standards of achievement and to engage their motivation effectively. Cohorts who have not yet reached their fourth year are clear that a score of 75 is the goal.

Renewed efforts are being made to explain to students the new and higher national standards of achievement and to engage their motivation effectively. Cohorts who have not yet reached their fourth year are clear that a score of 75 is the goal

Goal 1: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School English Language Arts Goal¹⁵

Tapestry High School's performance in English Language Arts has continued to earn students the Regents and local diplomas that are honored for college entrance at this time. The rate of students passing the English Regents at the college career readiness level has been steadily increasing. The graduation rate is impressive relative to statewide results, without using the local district as a comparison. Many Tapestry students who have qualified for local diplomas have surpassed that goal and earned Regents credit in ELA. As the state's standards change and the definition of the Levels is restructured, we are adjusting our practices accordingly. See Supplementary Tables for information on the SRI reading testing results that chronicle progress of students in comprehension skills across all grade levels.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or	N/A

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	N/A
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

Program revisions that address the ELA Goal include the designated assignment of ninth and tenth grade students to two additional periods weekly of targeted instruction in literacy skills. In ninth grade this includes two periods in the computer lab using technology to reinforce the material being taught in the English 9 class, such as writing and research skills. In tenth grade this includes two periods weekly of "English B" in which students will build on the daily English 10 course with a certified English teacher.

School-wide, all departments are continually refining curriculum, assessment practices and instructional methodologies to incorporate literacy. Designated literacy resources, including AmeriCorps members and Liberty Partnership college tutors, have been made available for individualized support for literacy instruction. These resources allow for a favorable student-teacher ratio in such settings as Academic Support periods, after-school resources, and Summer School programming. Literacy specialists consult with general education teachers regularly to encourage improved practices in content classes, and they also provide direct instruction to students. Special education teachers are available at each grade level to address the specific needs of classified students. English Language Learners receive support from a certified ESL teacher.

In addition to improved instructional practices relating to delivery of academic subject material, Tapestry also works hard to establish a school culture that encourages literacy and academic achievement, and that is personally motivating. For example, four days weekly there is a twenty-minute period of Sustained Silent Reading in which all adults and students engage in supervised silent reading throughout the building. This practice is supported by the librarian, English department members, and support staff, who assist reluctant students with book choices and book clubs.

Another structure that supports ELA development is Crew. Each student meets daily in his or her Crew of twelve (12) students with a teacher leader who is part of the grade level team. The teacher Crew leaders assist students in developing and maintaining their portfolios of work and in preparing to present those to their parents/guardians during the individual Student Led Conferences that occur at least once yearly. Results of the Scholastic Reading Inventory are analyzed in the grade level teams and then shared with students and their parents/guardians. The SRI is administered twice yearly to measure growth in proficiency as measured by lexile level competence. Teachers in all subjects are made aware of students' levels, and are guided in choosing course reading material accordingly. The Tapestry program includes high expectations of achievement as well as high levels of personal support to reach those expectations. The majority of students cooperate with this expectation and maintain a reasonable work ethic.

Through the 2012-13 year and summer, a dedicated group of teachers engaged in a National Writing Project grant prepared by Canisius College with Tapestry as the high school partner. The goal of the National Writing Project is to connect experts to educators to improve writing and learning for all. Through this grant the participant teachers were able to bring in local experts to instruct staff regarding how to make writing more interesting for our students, using technology to provide an authentic audience for their work. The end product of the grant work was a resource group of eight teachers, trained in up-to-date methods of communication, who have put together a writing program and writing manual for use throughout the school. These individuals will continue to serve as leaders in dispersing the information to the rest of the staff.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate a mastery of mathematical concepts.

Background

With the transition to the new Common Core Learning Standards, Tapestry has adjusted its math instruction to align with the new 8 mathematical practices. The school pulls from a number of resources to supplement the curriculum standards including mathematic programs such as Envisions, My Math, and Everyday Math. The teachers use workshop model and inquiry-based lessons to teach mathematical concepts. By building a context through a project-based approach to learning, the teachers are able to create compelling scenarios for students to develop alternative methods to solving problems and challenge their use of mathematical reasoning skills. Mathematics instruction also includes a significant portion of literacy skills and requires students to defend their process and outcomes through sentence and paragraph explanation. For example, this year students in grades 7/8 prepared a detailed personal budget to outline expenses and earnings for their first year after college graduation. This project required them to conduct in depth research regarding college tuition and student loans, cost of living expenses, and to balance their wants with their needs. This project was a part of a larger learning expedition titled Consider the Source.

Because of the small student to adult ratio, differentiation of instruction has been successful in heterogeneous groupings. Consultant teachers, teaching assistants, and, in the middle school an Academic Intervention Specialist, co-taught with the general education teacher through a variety of co-teaching models to maximize the opportunities for small group instruction based on readiness.

In the 2013-14 school year, Tapestry introduced the use of an assessment tool with the middle school, the Scholastic Math Inventory, to assist with curriculum and instructional decisions. This assessment was given to all middle school students three times over the course of the school year. The results communicated that students needed to demonstrate improvement in a variety of areas; however, one concrete area of fact fluency was lacking for the majority of the students. All middle school teachers and teaching assistants came together to address these needs and by the end of the year the fluency measures increased significantly.

For the 2014-15 school year, all staff in grades K-4 and the middle school mathematics teachers will shift their focus for professional development toward increasing complexity, rigor, and depth of student thinking in daily math instruction. Through a Lesson Study structure for professional development, teachers will work in triads to focus on designing lessons that incorporate criteria for Deeper Learning – the opportunity to grapple and rigorous, cognitive engagement. Additionally, Tapestry will be hiring a K-8 math instructional coach who will directly assist teachers in designing high-quality, effective math instruction. Significant programmatic changes have been implemented to increase the instructional time for math in the K-4 program as well as for the middle school. By hiring an additional math teacher, middle school math class sizes have also been reduced greatly from 26 to 17 students per class.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grades in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁶			Total Enrolled
		IEP	ELL	Absent	
3	53				53
4	50			2	52
5	51			1	52
6	46	1		3	49
7	48	1	1	4	52
8	50			2	52
All	298	2	1	12	310

Results

The percentage of Tapestry Charter School students who were in at least their second year earning proficient scores on the NYS mathematics assessment was within the range of 11% to 39%. Overall, 22% of Tapestry Charter School students in at least their second year earned a proficient score. Of the 298 students who participated in the ELA assessment, 58 of them were in their first year at Tapestry

¹⁶ 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.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	36	53	39	49
4	12	50	14	43
5	10	51	11	18
6	18	46	18	40
7	31	48	31	45
8	14	50	16	45
All	20	298	22	240

Additional Evidence

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2013-14 Mathematics Performance
by Grade Level and Years Attending the School**

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	0	4	50	2	32	25	36	22
4	0	7	0	2	13	24	18	17
5	9	33	0	3	n/a	n/a	13	15
6	16	6	8	25	0	1	36	14
7	33	3	0	6	24	25	57	14
8	0	5	10	10	20	20	14	14
All	10	58	11	48	18	95	29	96

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	44	25	33	48	39	49
4	66	26	24	21	14	43
5	80	20	36	17	11	19
6	56	25	18	43	18	40
7	65	20	0	38	31	45
8	84	25	10	20	16	45
All	<u>66</u>	141	<u>20</u>	187	<u>22</u>	241

Evaluation

Tapestry Charter School students earned scores far below the accountability goal of 75% for students in at least their second year earning a proficient score. 22% of students in at least their second year at Tapestry Charter School earned a proficient score. This is an improvement over last year's scores. The reader is asked to consider that this percentage is far above the City of Buffalo average of 13%. Buffalo charter schools have, on average, 23% of their students performing in the proficient range. Tapestry's performance is consistent with Buffalo charter schools. The reader is also referred to the additional evidence in the table that demonstrates how the students performed on the assessment when considering how long they have been enrolled at Tapestry. By their third year with Tapestry, students are clearly outperforming students who have been with the school for less than three years.

At a time when NYS implemented the Common Core Learning Standards and a new assessment tool, Tapestry Charter School's K-8 program was rapidly expanding over the course of three years to double its student body. There is a difference in performance levels between the whole student population versus students who have been with the school for at least two school years and an even more dramatic difference after three years. While increasing in size, the school also doubled the number of students who qualified as economically disadvantaged and who qualify as students with disabilities. The school has now completed its expansion and is moving into a period of stability with its students and staff. The school has also made significant programmatic changes to reduce class size, increase daily mathematics instructional minutes, and provide additional specialized staff for students who are still not meeting the proficiency target.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's

learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁷

Results

Tapestry earned a PLI of 82. The AMO for 2013-14 Mathematics was 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	38	42	16	4

$$\begin{array}{ccccccccc} \text{PLI} & = & 42 & + & 16 & + & 4 & = & 62 \\ & & & & 16 & + & 4 & = & 20 \\ & & & & & & & = & 82 \\ & & & & & & & & \end{array}$$

Evaluation

Tapestry Charter School earned a PLI of 82 for Mathematics in 2013-14. When analyzing the data at the specific grade-levels, it is evident that for grades 5 and 6 there is a disproportionate number of 1s compared to other grades. This is correlated to the rapid expansion of the school and connected to the influx of new students in these grades in the last three years. 65% of the 5th graders in 2013-14 were new to the Tapestry community. 51% of 5th graders earned a score of 1 in math. In the 6th grade, 65% of students were in their first or second year with Tapestry. 46% of 6th graders earned a 1. The PLI of 82 is directly attributable to low scores within these two grade levels. Even if a quarter of the students who earned 1s had earned 2s, Tapestry would have met this measure. With the expansion complete, and student and staff stabilizing, the scores are predicted to show a significant improvement in future years.

Goal 2: 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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.¹⁸

¹⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁸ Schools can acquire these data when the New York State Education Department releases its Access 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

Tapestry Charter School outperformed the home district by overall performance of 9 percentage points. Most notably in grades 3 and 7, Tapestry outperformed the Buffalo Public School by 23 and 21 percentage points, respectively.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	39	49	16	2,347
4	14	43	16	2,371
5	11	19	13	2,417
6	18	40	15	2,374
7	31	45	10	2,471
8	16	45	9	2,260
All	<u>22</u>	241	<u>13</u>	14,240

Evaluation

Tapestry met the measure by exceeding the performance of students from the local school district in grades 3-8. Overall Tapestry students out-performed Buffalo Public School students by 9 percentage points at level 3/4. This is consistent with past performance – in 2012 and 2013 Tapestry students out-performed the Buffalo Public School students by 36 and 11 percentage points, respectively. For the 2013-14 school year, most notably, Tapestry out-performed Buffalo Public School in grades 3 and 7 by more than half.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	44	27	33	14	39	16
4	66	37	24	10	14	16
5	80	28	36	9	11	13
6	56	34	18	11	18	15
7	65	30	0	7	31	10
8	84	23	10	6	16	9
All	<u>66</u>	30	<u>20</u>	10	<u>22</u>	13

Goal 2: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁹

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. Tapestry earned an overall effect size calculation of -0.69 or lower than expected.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		50	32.0	35.0	-3.0	-0.17
4		25	20.0	40.9	-20.9	-1.25
5		50	20.0	27.5	-7.5	-0.47
6		49	16.3	30.4	-14.1	-0.84
7		50	0.0	19.5	-19.5	-1.14
8		25	12.0	19.8	-7.8	-0.44
All	56.5	249	16.9	28.5	-11.7	-0.69

School's Overall Comparative Performance:

Lower than Expected

¹⁹ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

In examining the data by specifically focusing on grade level results, the reader is asked to consider the rapid expansion of student enrollment and the rapid increase in population of students who are considered to be economically disadvantaged. Since 2010 the percentage of students who qualify as economically disadvantaged in grades 3-8 has increased from 29% to 56.5%. While all grade levels performed less than predicted, grades 4 and 7 showed the largest concern. Specific supports were put in place for these two grade levels for the 2013-14 school. As a 5th and 8th grade comparative cohort, there was much improvement in 2013-14. Of this year's 5th graders who were 4th graders with Tapestry there was an improved from 6% to 11% proficient. This year's 8th graders who were 7th graders with Tapestry improved from 0% to 16% proficient.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	29.0	155	60.0	68.5	-0.61
2011-12	3-8	42.9	204	59.8	64.9	-0.35
2012-13	3-8	56.5	249	16.9	28.5	-0.69

Goal 2: Growth Measure²⁰

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 state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.²¹

Results

Tapestry Charter School had an overall Mean Growth Percentile of 49.3. Most notably grades 5, 7 and 8 were above the Statewide Median of 50.0.

²⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

²¹ Schools can acquire these data from the NYSED's business portal: portal.nysesd.gov.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	n/a	50.0
4	41	50.0
5	55.5	50.0
6	44.5	50.0
7	52.5	50.0
8	53	50.0
All	49.3	50.0

Evaluation

Tapestry did not meet this measure falling just short of the Statewide Median of 50.0 with a 49.3. Grades 4 and 6 did show a drop in growth, most notably in grade 4. Had the grade 4 results shown even slightly better growth, Tapestry would have met this measure. While this report asked for the 2012-13 Unadjusted Mean Growth Percentile, the 2013-14 data is available. The 2013-14 data shows that Tapestry's overall Unadjusted Mean Growth Percentile for math is 55.4. The most recent data shows Tapestry meeting this measure. Most notably the 2013-14 Unadjusted Mean Growth Percentile for students in grades 7 and 8 was 74 and 70, respectively. Grades 7 and 8 for both 2012-13 and 2013-14 have consistently shown the greatest growth evidence, further asserting that the longer a student is enrolled with Tapestry, the stronger the likelihood he will be proficient.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ²²	2011-12 ¹⁴	2012-13	Statewide Average
3			n/a	50.0
4			41	50.0
5			55.5	50.0
6			44.5	50.0
7			52.5	50.0
8			53	50.0
All			49.3	50.0

Summary of the Mathematics Goal

Tapestry Charter School met the comparative goal specific to the Buffalo Public School District; however, Tapestry did not meet the comparative goal using the regression analysis when controlling for economic disadvantage. The two absolute measures for 75% of students in at least their second

²² Grade level results not available.

year achieving proficiency and the PLI of 86 were not met. Tapestry was just short of meeting the goal for the new measure to show growth year to year with an overall mean of 49.3.

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 Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Tapestry continues to challenge students who are prepared to extend their learning, and to support students in need of additional assistance. Now that the expansion has concluded, there is greater stability with the student body and the teachers have had the opportunity to work directly with the CCLS for three years, teachers in the K-4 program and middle school mathematics teachers will be shifting their focus for professional development to increasing the complexity, rigor and depth of student thinking during daily math instruction. The school can also turn its focus to specific student subgroups with unique challenges. By the winter of 2014, Tapestry plans to have hired a K-8 Instructional Coach with specific expertise in math curriculum and instruction. This person will be working directly with K-4 teachers and the middle school math department to continually progress monitor student outcomes and to use data to drive instructional decisions.

The school will continue to use the Scholastic Math Inventory in the middle school, as well as in grades 3 and 4, as a school-wide assessment procedure to identify students in need of tier 2 and tier 3 mathematics interventions. This information will be formally shared through grade-level team meetings with structured data analysis protocols. A new Professional Learning Community structure will support small groups of teachers in analyzing daily instruction for Deeper Learning criteria – specifically for rigorous, cognitive engagement and the opportunity to grapple. As part of this structure teachers will analyze student work as curriculum-based measures, refine lesson plans and observe colleagues teaching. Specifically designed professional development for first and second year teachers, facilitated by Expeditionary Learning, will support the implementation of best practice for literacy instruction and high-quality lesson planning. Tapestry has aligned all grade level curriculums with the performance standards outlined in the new framework for the Common Core.

In 2014-15 Tapestry welcomes one new certified secondary mathematics teacher to allow for smaller class sizes in middle school math classrooms. Additionally, Tapestry will continue to implement the co-teaching model between general education teachers and consultant teachers to maximize opportunities for small group instruction based on readiness. Teachers have completed a deep analysis of the assessment results and have noticed specific patterns with student performance. Students need to develop skills in responding to an on-demand, specific prompt with explicit criteria. Teachers have embedded this priority into their planning and preparation across content areas and grade-levels. Programmatic changes on the K-4 program will also extend the instructional time for mathematics by 15 additional minutes per day. Programmatic changes in the middle school has created space for sections of math AIS, to be delivered by the math department teachers two and three times per week to students who are in need of additional instruction.

HIGH SCHOOL MATHEMATICS

Goal 2: 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 mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.²³ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

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

²³ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

If the same cut-off for regents passage was used, 93 percent, of the seventy-one (71) students in the 2010 cohort passed the Math exam at a level sufficient to earn a Regents diploma. If one uses the college and career standard for measuring success, nine (9) students, or 13 percent, reached the desired level. These outcomes are comparable to previous years, but below the level of mastery currently considered necessary for college success. Now that attention is drawn to a new cut score measuring college and career readiness at 80, the satisfaction with a consistently strong passing rate at a cut score of 65 is diminished. The updated achievement goal is to have at least 65 percent of students earning scores of 80 or better. If a score of 80 was the cut score for the cohorts of 2008, 2009, and 2010, the results of 16 percent, 19 percent and 13 percent, respectively, are disappointing.

Mathematics Regents Passing Rate with a Score of 65 /80 by Fourth Year Accountability Cohort²⁴

Evaluation

As stated in the previous section on ELA results, it is admirable to raise the bar for New York State students to a “college and career readiness standard.” Given that a score of 65 had long been the standard, however, students were previously unlikely to repeat the exam if their scores were between 65 and 79. Students were all meeting their personal needs, and achieving the Regents scores necessary to earn their diplomas. (A few students with special needs were earning local diplomas with scores between 55 and 64 after multiple attempts at the test.)

Now that the bar is officially raised, the school policy has shifted for future cohort groups to require re-administration of the Regents exam for all students scoring below 80. A strong message has been communicated to students that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. They are now familiar with the common college practice of pre-testing entering college students in ELA and Math, and requiring paid participation in non-credited remedial courses for any student who does not meet criteria. With new information about the higher standards, students are expected to be more motivated to aim high and to re-take the exams as necessary.

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2008	77	95/16
2009	80	91/19
2010	71	96/13

Additional Evidence

During the last few school years, Tapestry High School has shifted the Algebra program from a dominantly one-year to two-year program in the hopes of building a stronger foundation of mastery with an expectation of college and career readiness rather than a minimal passing standard. For the entering group of freshmen in the cohort of 2007, the year of the initiation of Integrated Algebra (away from Math A/B), Tapestry placed almost all students in the one-year math class with an expectation of readiness for the Regents in June of freshman year. The rates of passage with a cut score of 65 were

²⁴ Based on the highest score for each student on the Mathematics Regents exam

somewhat disappointing, and the students who failed were scheduled for summer school or a second year of Algebra until they reached at least 65. Students who passed with 65 in ninth grade were generally moved on to Geometry, although it was noted that their foundation of mathematics was poor, and the rates of passing Geometry in sophomore year were lower than Integrated Algebra.

The Math Department noted that the passing score of 65 was reflective of an absolute earned score of less than 40 percent of the material included in the Integrated Algebra Regents exam, using the conversion charts provided by the state. Given this poor foundation, it was no wonder that students were not successful in the higher levels of Regents math, even if they had “passed” the exam at a level adequate to earn a Regents diploma.

With this in mind, an additional certified math teacher was hired so that class sizes for Algebra could be smaller. Freshmen entering in 2011 were screened for math competence, and one section (of four) was designated for a two-year Algebra program, in which students would expect to take the Regents at the end of tenth grade instead of ninth. In the chart below, if one compares the percent of students earning the college and career readiness score of 80, one can see that 22 percent of the cohort of 2011 reached a score of 80 at the end of their sophomore year, compared to only 13 percent of the juniors in the cohort of 2010. It appeared that greater mastery was reached with more students if class sizes were smaller and thoroughness was the goal.

Not satisfied, with the rate of mastery, however, it was decided that the cohort of 2012 would be screened more stringently and that the five sections of Integrated Algebra would include only two sections of one-year Algebra leading to a ninth grade Regents, while three sections would experience a foundation year with the Regents planned for the end of tenth grade. Of the twenty-three (23) students enrolled in the one-year course, eleven (11) reached college and career readiness, while twelve (12) did not. The remaining students in the grade include fifty (50) who did not take the Regents until June 2014, and seven (7) who had entered ninth grade with Algebra passed in middle school (most below 80). With those students now in sophomore year, the cohort of 2012 did have a higher rate of college and career readiness level than any previous year (27 percent). The Math Department feels that the plan to build a strong foundation over two years of time is promising, and for the entering cohort of 2014, the schedule includes only one class of one-year Common Core Algebra, with the remaining four sections of Algebra to be taught over two schools years.

While studying the Common Core Math Standards during the last years, and examining the math backgrounds of Tapestry’s entering students, the Math Department recommended that the emphasis on building a strong two-year foundation of Integrated Algebra should be extended. In 2013-14, there were five sections of two-year and only one section of the one-year Common Core Algebra course. Naturally the small number of students taking the Regents has kept the passing percentage of the full cohort at a very low level (22 percent). The vast majority of the freshmen will be continuing the course as sophomores. Another complicating factor in comparing scores across cohort years is that the students in the 2013 cohort enrolled in the one-year Regents course all have taken the Common Core curriculum instead of Integrated Algebra. It is unclear if the averages of the two exams across the state are comparable, although informal word is that results on the CCSS test were lower than Integrated Algebra.

This plan for the two-year course norm is extended for the 2014-15 school year, again with only one section of the one-year course offered, while five sections of two-year have become the routine. Class

sizes are small and the teachers are working collaboratively. Families and students are being informed about the higher state standards for Math and the importance of a strong Regents performance on Algebra to predict future Math success. Only students who have demonstrated unusual competence will be placed in the one-year course.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	73	89	71	94/13	71	96/13
2011	75	43	77	88/22	83	96/23
2012			80	31/14	84	82/27
2013					83	22/4

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

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

Results

Of the twenty-eight students in the 2009 cohort whose records from the 8th grade mathematics exam were available, five had scored below proficiency level. Of those five students, all passed the Integrated Algebra Regents with a score of 65. None reached the college and career readiness standard of 80.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /80
2008	NA	NA
2009	5	100/0
2010	58	97 / 9

Evaluation

Referencing the old standard, results exceeded the goal for the last two years. When referencing the new standard of 80, a goal of 65 percent success was not reached. As noted previously, the cohorts of 2009 and 2010 lacked adequate motivation for retaking the exam after freshman or sophomore year in order to raise what was a sufficient passing score to earn a Regents diploma by the state's own definition.

See previous section for description of efforts that will move students toward the new goal.

Additional Evidence

During the 2013-14 school year, there was a change in the state system of storing exam scores, and many more of the grade 8 results became available to us. As compared to only 28 records available for the 2009 cohort group, this year we had 65 records available. The improvement in the state system allowed access to meaningful information revealing the encouraging growth our students have made while enrolled at Tapestry.

With reference to the 65 records for which there was access, it should be noted that only seven students (11 percent) were proficient in math upon entry, while 58 students (89 percent) were entering high school not ready for high school level math work. Given that reality, the accomplishment of such growth is a true testament to the hard work of Tapestry teachers.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

²⁵ Based on the highest score for each student on the Mathematics Regents exam

http://www.p12.nysed.gov/accountability/documents/NYSESEAflexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of 148.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

Based upon the AMO set this year in the state's NCLB accountability system, Tapestry High School's Accountability Performance Level (APL) did not meet the objective.

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
71	4	83	10	3

$$\begin{array}{rcl} \text{PI} & = & 83 + 10 \\ & & 10 + 3 \\ & & \hline \end{array} \quad \begin{array}{rcl} & & 3 = 96 \\ & & 3 = 13 \\ \text{APL} & = & \hline 109 \end{array}$$

Evaluation

In past years Tapestry has met and exceeded the expectation set by the state for achievement in Mathematics. Given the changes in the definitions of the Levels, the numbers of students in the desired Levels 3 and 4 have decreased.

In examining those who earned Level 1, it is noted that the three students in Level 1 are all eligible for local diplomas by virtue of their disability classifications. One of them was repeated in ninth grade and will try again to retake the Integrated Algebra Regents during his fifth year, now as a senior. The other two students have been granted local diplomas and have already pursued enrollment in community college programs.

For seniors who were already eligible for a Regents diploma, and had earned a now-Level 2, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning.

In terms of the school's motivation to improve scores in the future, all staff are clear that the goal **has** been raised formally and that the rationale of increased preparedness for college and careers is sound. The message to students and parents is being communicated in a variety of settings, including our Crew advisory groups, Math classes, Student Led Conferences, and guidance meetings.

As noted in the previous section, the Math Department has recommended a major shift in the structure of the curriculum, and building a stronger foundation in Integrated Algebra over two years is likely to produce students who are more successful with the demonstration of math skills.

Additional Evidence

In examining trends over time, the numbers of students in score categories have remained quite stable. The state's change in the cut-offs for the Levels naturally changed the distribution by Level. As discussed previously, considerable effort is being applied to raising the skills of students to meet the new score objectives. Students in the entering classes of the last two years have been informed that they will retake Regents in mathematics if they do not meet a score of at least 80 because this is deemed to be the reasonable expectation for college and career readiness.

Goal 2: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools statewide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analyses are not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁶

Results

Based upon the available comparison for the 2008 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing Mathematics Regents. The passing percentage for Tapestry's 2009 and 2010 cohorts has remained relatively stable and is undoubtedly higher than the districts' rate.

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ²⁷	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	95	77	45	3866
2009	91	80	N/A	N/A
2010	96	71	N/A	N/A

Evaluation

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

Additional Evidence

Renewed efforts are being made to explain to students and their families the new and higher national standards of achievement and to engage their motivation effectively. Cohorts who have not yet

²⁶ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²⁷ District results for the 2009 cohort are not yet available.

reached their fourth year are clearer than their predecessors that a mathematics Regents score of 80 is the minimum goal.

Goal 2: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal²⁸

Tapestry High School's performance in Mathematics has continued to earn students the Regents and local diplomas that are honored for college entrance at this time. The graduation rate is impressive relative to statewide results, without using the local district as a comparison. Many Tapestry students who have qualified for local diplomas have surpassed that goal and earned Regents credit in mathematics. As the state's standards change and the definition of the Levels is restructured, we are adjusting our practices accordingly.

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically	N/A

	disadvantaged students among all high schools in New York State.	
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	N/A
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

In targeted Teacher Learner Cycle sessions with the Math Department and the principal during the last two years, implementation of Common Core Math Standards and the new College and Career Readiness goals were discussed. Methods of data analysis were proposed and a new system for administering and monitoring interim assessments was established for use in 2013-14.

As noted previously, while studying the Common Core Math Standards and examining the math backgrounds of Tapestry's entering students, the Math Department and administration have recommended that the opportunity to build a strong two-year foundation of Algebra should be extended. Starting in 2013-14, there are five sections of two-year Integrated Algebra and only one section of one-year Common Core Algebra 9 Regents. Families and students are being informed of the higher state standards for Math and the importance of a strong Regents performance on Integrated Algebra to predict future Math and college success. Only students who have demonstrated unusual competence will be placed in the one-year course.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

Background

In addition to classroom instruction, the Tapestry science program grades K-8 involves fieldwork and labs to further deepen the study of the physical and life sciences as they connect to mathematics, English Language Arts, the social sciences and the visual and performing arts. A six-trimester rotating schedule in grades K-8 accommodates a variety of learning expeditions that involve literacy and cross-curricular connections. In the 2010-11 school year, Tapestry implemented the EL learning model school-wide. For science curriculums, the K-8 departments continued to formally map, and vertically and horizontally gap analyze the maps to ensure alignment with the Next Generation Science Standards and the New York State Science Standards, and to maintain the proper scaffolding of skills.

During the 2011-14 school years, the K-8 staff planned learning expeditions with the EL school designers and building-level leadership to further develop learning expeditions to contextualize the science curriculum into compelling topics and to address the Common Core literacy skills required for content areas. This teaching method continues to give students opportunities to practice their science learning and skills in authentic experiences.

For the 2013-14 school year, Tapestry regrettably had staff turn over in 7th and 8th grade science. With a new teacher resigning in October and the current teacher not able to formally begin until December, the students could not benefit from a stable staffing structure for three months.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Tapestry partially met this measure. 83% of the 4th grade in at least their second year earned a proficient score while only 56% of 8th graders in at least their second year earned a proficient score.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	83	42	n/a	n/a
8	56	39	n/a	n/a

2013-14 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	71	7	100	2	79	24	88	16
8	20	5	30	10	76	17	33	12

Evaluation

Tapestry partially met this measure with the 4th grade results exceeding the 75 percent criterion of success. The result for grade 4 was 83 percent and the result for grade 8 was 56 percent. Tapestry continues to maintain a high level of proficiency in grade 4 and exceeded criterion for eight consecutive years.

During 2013-14 in addition to overcoming the challenges of teacher turn over one month into the school year, there were eight 8th grade students who were permitted by their parents to 'opt out' of the science assessment. These students had historically performed well on ELA and mathematics assessments, and it could be predicted that they would have performed well on this assessment. Additionally, as the last year of a three-year expansion, this was the first time that there was double the number of 4th and 8th graders taking the science assessment. The majority of these students have also been enrolled at Tapestry for 3 years or less. As demonstrated on the additional table, as students spend more years enrolled at Tapestry, their proficiency increases.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	85	26	90	20	83	42
8	80	25	70	20	56	39
All	83	51	80	40	70	81

Goal 3: 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 local school district.

Method

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

Results

Buffalo public schools state Science exam results were not available by the date of this report.

2013-14 State Science Exam **Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	83	42	n/a	n/a
8	56	39	n/a	n/a

Evaluation

Buffalo public schools state Science exam results were not available by the date of this report.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	85	62	90	67	83	n/a
8	80	40	70	40	56	n/a
All	<u>83</u>	51	<u>80</u>	54	<u>70</u>	n/a

Summary of the Science Goal

Tapestry partially met the absolute measure by exceeding 75 percent achievement on the New York State science assessment in grade 4. Despite lacking data for the 2012-13 school year from the local school district to assert whether or not Tapestry met its comparative goal, by examining the trend since the 05-06 school year, it is clearly evident that Tapestry continues to out perform the local school district in the area of science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Curriculum work for the summer of 2014 has included explicit inclusion of the new literacy standards for the CCLS to the science curriculum maps. Science curriculum was gap-analyzed to the Next Generation Science Standards, and compared with item analysis of the 8th grade science assessments for the last four years. Additionally Tapestry Charter School made a significant staffing change to positively impact the quality of instruction provided at the 7th and 8th grade levels. There is also in place a full-time teaching assistant who is a certified ELA teacher to assist with incorporating literacy skills and using complex text in the science classroom. As the EL instructional model has been implemented school-wide, the K-8 curriculum has been refined to expand further opportunities for fieldwork, labs and cross-curricular connections.

HIGH SCHOOL SCIENCE

Goal 3: 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 administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. In 2013-14 the school administered Living Environment, Earth Science, and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. In each year since 2007, students have taken Science Regents exams, and approximately ninety percent or more have successfully earned a score of at least 65 on a Science Regents exam.

**Science Regents Passing Rate with a Score of 65
By Fourth Year Accountability Cohort²⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	77	96
2009	80	94
2010	71	90

Evaluation

Tapestry High School met the established goal for success of at least 75 percent of students on a Science Regents exam. There were no students who were limited from earning a Regents diploma because of Regents' achievement in Science.

Additional Evidence

Achievement on Science Regents exams has remained relatively stable, with slight improvement in numbers of students passing by the conclusion of freshmen and sophomore years. Over the last three years, additional minutes of instruction have been added, and greater consistency is provided in the class and lab instruction. An additional certified science teacher was added to the staff in 2012-13, so that class sizes could be reduced in the core science classes of Living Environment and Earth Science.

²⁹ Based on the highest score for each student on a science Regents exam

Substantial professional development was also provided for the Science Department encouraging the effective use of instructional literacy strategies, including text based writing and close reading; tools to improve use of interim assessments; and, maintaining effective behavior management with utilization of classroom consistencies.

In the chart below it is encouraging to see the steady increase in the percentage of students who have accomplished a passing science Regents by the end of their freshman year (69 percent for the cohort of 2011, 69 percent for 2012 cohort, and 76 percent for the 2013 cohort).

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	73	81	71	89	71	90
2011	75	69	78	90	83	93
2012			80	69	84	79
2013					83	76

Goal 3: Comparative Measure

Each year, the percent to 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 local school district.

Method

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

Results

Based upon the available comparison for the 2008 cohort, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing Science Regents. The passing percentage for Tapestry's 2010 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

**Science Regents Passing Rate
Of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	96	77	61	2803
2009	94	80	N/A	N/A
2010	90	71		

Evaluation

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

Additional Evidence

Results for the 2011 cohort are already exceeding the accountability goal, and well ahead of typical district levels.

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. In each year of administration of the U.S. History Regents, results have been relatively consistent and have substantially exceeded the accountability goal.

U.S. History Regents Passing Rate with a Score of 65 By Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	77	91
2009	80	89
2010	71	90

Evaluation

Tapestry High School exceeded the established goal for success of at least 75 percent of students on the U.S. History Regents exam. There were no students who were limited from earning a Regents diploma because of Regents' achievement in U.S. History. The seven students of the 2010 cohort who did not pass include one-fifth year senior who will take the exam again next year and two ESL/ELL students who did not take the exam and are not slated to graduate at this time. The remaining four students are all eligible for local diplomas by virtue of disability classification.

³⁰ Based on the highest score for each student on a science Regents exam

Additional Evidence

Achievement on the U.S. History Regents exam has remained relatively stable through the years it has been administered to juniors at Tapestry. Professional development has been provided for the Social Studies Department encouraging the effective use of: instructional literacy strategies, including text based writing and close reading; tools to improve use of interim assessments; and, maintaining effective behavior management with utilization of classroom consistencies.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	NA	NA	71	89	71	90
2011	NA	NA	NA	NA	83	89
2012			NA	NA	NA	NA
2013					NA	NA

Goal 4: 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 local school district.

Method

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

Results

Based upon the available comparison for the 2008 cohort, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the U.S. History Regents. The passing percentage for Tapestry's 2010 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	91	77	62	2389
2009	89	80	NA	NA
2010	90	71		

Evaluation

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

Additional Evidence

Results for the 2011 cohort has already exceeded the accountability goal, and are ahead of typical district levels.

Goal 4: Absolute Measure

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

Method

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

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-five (45) students, or 90 percent, passed the New York State Regents exam in Global History. In the years following, the rate of passing has remained consistent and has substantially exceeded the accountability goal.

**Global History Regents Passing Rate with a Score of 65
By Fourth Year Accountability Cohort³¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	77	93
2009	80	89
2010	71	87

Evaluation

Tapestry High School exceeded the established goal for success of at least 75 percent of students on the Global History Regents exam. Of the nine students in the 2010 cohort who did not reach the passing mark of 65, one is continuing as a fifth year senior and will try again and one is an ESL/ELL student of 20 who has dropped out to attend a language tutorial program. Four are classified by CSE

³¹ Based on the highest score for each student on a science Regents exam

and three have 504 Accommodation Plans, and all of those students were granted local diplomas for which they were eligible.

Additional Evidence

Achievement on the Global History Regents exam has remained relatively stable through the years it has been administered to sophomores at Tapestry.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	73	71	71	85	71	87
2011	NA	NA	78	62	83	81
2012			NA	NA	84	62
2013					NA	NA

Goal 4: 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 local school district.

Method

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

Results

Based upon the available comparison for the 2008 cohort, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the Global History Regents. The passing percentage for Tapestry's 2009 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008	93	77	50	2880
2009	89	80	NA	NA
2010	86	71		

Evaluation

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

Additional Evidence

Results for the 2011 cohort already exceed the accountability goal, and are ahead of typical district levels.

#

NCLB

Goal 5: NCLB

The school's status will be "Good Standing" each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Tapestry's NCLB status for 2013-14 is "Good Standing" – this measure was met.

Evaluation

The measure was met with a status of "Good Standing" for 2013-14. Tapestry has had a status of "Good Standing" from 2003-04 to the present. In addition Tapestry was given the distinction of "High Performing/Gap Closing/District" for the 2005-06 school year.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: 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 Graduation Cohort will earn a Regents or Advanced Regents diploma.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

- 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 Integrated Algebra (taken as a one or two-year course), Geometry, Applied Geometry, Algebra 2/Trigonometry, Financial Math, Pre-Calculus, and Calculus. (Math A / B sequence has not been offered since 2009.) The Pre-Calculus course has been approved for college credit as of September 2012, following the accreditation of the instructor by Erie County Community College.
- Science course options include Regents Living Environment, Regents Earth Science, Chemistry, and Physics. During the 2010-11 and 2011-12 years, a college credit Chemistry course was offered in cooperation with Niagara University and in lieu of a "regents" Chemistry option. The Science Department coordinator is an adjunct professor at NU and was approved to offer college credit for the course taught at Tapestry. During 2012-13 her position was changed to Instructional Coach and her replacement is in the process of seeking approval for college credit from NU.
- 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.
- Arts courses (Visual Art, Music, Theatre, Dance) are 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 Program Seminar, students are automatically scheduled for art yearly, typically going beyond the one required credit to three.
- Physical Education is required to be taken for $\frac{1}{2}$ credit yearly, and Health is required for $\frac{1}{2}$ credit, offered in junior year.
- All students are required to take Crew for $\frac{1}{2}$ credit yearly. This small advisory group structure includes introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relations and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

Results

Given the rigorous academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the strong program of academic support that is provided for students to reach those expectations, course passage is expected for all students at least by the end of the Summer School Program. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course. In summers of 2011, 2012, 2013, and 2014 it has been possible for students to take up to three summer school courses at Tapestry or prepare for up to two failed Regents exams through the Buffalo Public Schools.

Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	71	99
2011	83	100
2012	84	100
2013	83	99

Evaluation

The goal of course promotion and credit accumulation is being met at a high level, substantially exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff support. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected parent attendance at Student Led Conferences at least once 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. In the 2013-14 year, 94 percent of families attended the first trimester conference. Resources for further instruction are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

Additional Evidence

A consistent pattern of course success has been noted, with a high level of engagement in summer program offerings. Now that Tapestry has a permanent location, the summer course recovery and Regents preparation program is being offered on site for credit recovery in English 9, 10, and 11, Global History 9 and 10, Integrated Algebra, and Living Environment, with regents exam re-takes available in Global History, Integrated Algebra, and Living Environment. Students are also being referred to the Buffalo Public School Summer Program for Regents exam preparation in English, Global History, US History, Living Environment, Earth Science, Integrated Algebra, Common Core Algebra I, and Geometry.

During the summer 2014, there were 129 students involved in summer program, with fifty-nine (59) students in attendance at Tapestry and seventy (70) students in Regents preparation in Buffalo. Summer 2013, the numbers had been similar. There were 118 students in program, with fifty-six (56) at Tapestry and sixty-two (62) in Buffalo. Programming ranged from attendance in classes and the re-administration of the Regents exams by our regular teaching staff to completion of a teacher prescribed project under the supervision of AmeriCorps and VISTA members.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 or 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 cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

Results

Results in this section are a positive indication of students' progress toward Regents diplomas, though the results for the 2011 cohort are lower than 75 percent. Tapestry fundamentally questions this measure and would suggest that it is unnecessarily discouraging to predict that students without three passing Regents at the end of sophomore year are predicted not to graduate.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents (by junior year)
2010	73	70 (90)
2011	78	64 (90)
2012	84	67 (NA)

Evaluation

In the 2008-09 Accountability Progress Report, it was stated that Tapestry fully expected the percentage of the 2007 cohort who had passed three Regents to rise significantly by the end of their third year. Indeed, by summer 2010, the percent of the 2007 cohort passing three Regents did rise from 71 percent to 96 percent including all students served by special education services. Similarly it was expected that the percent of the 2008 cohort passing three Regents would mirror this success, and they did indeed, reaching a level of 93 percent. Among the 2009 cohort, the 72 percent rate rose to 90 percent. In considering the 2010 cohort, the rate of 70 percent rose to 90 percent by year three. The percent for the 2011 cohort is consistent with previous years at a 64 percent level that also rose to 90 percent by year three. The current sophomore class is consistent with previous groups with a passing rate on three regents at 67 percent, undoubtedly expected to rise to graduation levels with student and school perseverance.

These results rather accurately reflect the struggle that many Tapestry students have upon entering high school. Tapestry enters approximately 40 percent of its students from the Buffalo Public Schools, which are chronically underperforming. The measures of students' reading upon entry reveal a significant portion of children who are below grade level. In the 2012 and 2013 cohorts, 60 percent of the eighty-two (82) entering students measured below proficient on the Scholastic Reading Inventory at the time of their Intake. At Tapestry it is believed that a quality educational experience is not a function of speed or negative pressure. Hard work and perseverance will translate into achievement

and graduation. This belief is strongly communicated to students and families, and it pays off over time. Several students have been applauded for passing the Integrated Algebra and/or Global exam on their fourth try.

Tapestry communicates a clear expectation that students will pass Regents exams, and this message is respected by students and their families. The school offers many resources for continued Regents study and students are accepting those invitations willingly. Families express appreciation for these opportunities, and attendance at Summer School is very high. Though it is often the case that urban students define school success as “un-cool” and resist making an effort, Tapestry school culture has successfully challenged that definition.

Additional Evidence

During the last three school years, Tapestry continued to contract with the Castle Learning Program to allow students individual access to practice Regents questions and exams online. In this online assessment prep program, when students answer incorrectly, hints are provided with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school, as well as from home. This resource has been heavily used and will continue to be available in 2014 - 15.

Goal 6: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

In the 2006 cohort, two students did not reach the graduation goal by the end of August. One of the students earned her diploma by the fall 2010, while the other student did not accept offers of continued instruction. He was granted an Individualized Education Plan (IEP) diploma by virtue of his Committee on Special Education classification. NOTE: Given the recently introduced compensatory rule, and the fact that the Regents failure was in Global History with a score of 53, this student would now be eligible for a local diploma.

In the 2007 cohort, in spite of energetic and heartfelt efforts to urge all students to complete school, five students withdrew from attendance in the spring of 2011. All five had been successful in completion of the required regents exams, but needed to maintain attendance and complete work to earn credit to graduate. In each case, families had joined the school in urging better judgment and were greatly disappointed, but each of these students maintained willful resistance. One of those students returned in fall 2011 as a repeat senior for the full year, but he withdrew mid-year and chose to pursue a GED. Another student returned and took the remaining required classes for credit, and she was granted a diploma by spring 2012. The three other students have successfully confirmed completion of GED exams.

In the 2008 cohort, only three students started senior year and failed to finish with their classmates in June. One became involved in the court system after an arrest; another left before the end of the school year and has chosen to enroll as a fifth year senior in his home suburban district; and a third took summer school to pass the US History Regents, but again earned a Level 1 score. By January 2013 she earned a Level 2 score on the US History exam and was granted a local diploma. The other five students who are counted as non-completion students after four years include two students who have now graduated. They had enrolled with Tapestry in tenth grade after having already repeated grade 9. One other student joined Tapestry in grade 11 and only attended school for less than a week before refusing to continue school.

In the 2009 cohort, two students had been retained in grade nine and continued through 2013-14 as seniors. One of those students graduated with a local diploma and the other left school mid-year with poor attendance and a lack of credit related to course failure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	81	90
2009	82	90
2010	71	96

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	76	93
2008	81	94
2009	82	91

Evaluation

The expected level of high school completion in four years was met and exceeded. The continuation of effort by students into their fifth year is a point of pride for Tapestry. The students' spirit of perseverance is a tribute to staff support and the school's "Compass" of character values.

Additional Evidence

Of the three students in the cohort of 2010 who did not graduate, there was one who had repeated ninth grade and is now entering senior year. The other two students are recent refugees who entered Tapestry during the 2013-14 year with significant ESL needs, one age 19 recently arrived from Iraq and one age 18 recently arrived from Burma via a refugee camp in Thailand. Both of the ESL students are now pursuing a program available in Buffalo for refugees, including English language instruction and vocational training.

Goal 6: 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 local school district.

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 local school district³². Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

The percent of Tapestry students in the 2009 cohort who have graduated far exceeds the percent graduating in the Buffalo Public School district.

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

Cohort Designation	Charter School		School District ³³	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	81	90	2200	46.8
2009	82	90	N/A	53.4
2010	71	96	N/A	N/A

Evaluation

The Tapestry program advertises its goal clearly, and that is to prepare students for successful graduation from high school and acceptance into a college program. Dedicated staff and student effort in this personalized program of high school study has resulted in a graduation rate worthy of pride.

³² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³³ District results for the 2009 cohort are not yet available.

Additional Evidence

Tapestry is committed to assisting all students in reaching the goal of diploma completion. In the spirit of charter schools, it is hoped that effective practices can be shared with the local district in order to improve the outcomes of the Buffalo Public System.

Summary of the High School Graduation Goal

Tapestry Charter High School students are demonstrating their engagement within a school culture of academic achievement by doing the necessary work to pass courses for credit. Regents exam results are approaching and exceeding the target goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve (always achieve by year #3)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve (reached fifth year goal in four years for 2010 cohort)
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 local school district.	Achieved

Action Plan

Tapestry Charter High School continues the emphasis on academic rigor. The school culture of academic focus and college preparation is now solidly established. Real world learning, including fieldwork and the creation of meaningful quality products, has led to a strong rate of student engagement. An Honors Extension Program has engaged a wide-range of students in an intellectually challenging course of study beyond the typical Regents course offerings. Formal partnerships with Canisius College, Niagara University, and Erie County Community College have allowed students access to college courses.

Resources have been provided to students through partnerships with Canisius College Department of Education and Buffalo State's Liberty Partnership, allowing for tutoring, college visits, and attendance at college fairs. Literacy teachers were added to the staff and special education supports have increased in proportion to our growing population. AmeriCorps ABLE and VISTA programs have provided educational support for extra staffing for small group instruction during the school year and the summer program. Continued student success is anticipated.

Tapestry prides itself on upholding the values of a professional learning community, encouraging a positive atmosphere of adult learning and problem solving. With adoption of the national Common Core standards and shifting accountability structures within New York State, it is especially important that all staff are open to continuous learning and self-reflection. Regularly scheduled Professional Development occurs weekly from September to June, and in special sessions during the summer. High quality adult instruction is coordinated with the Expeditionary Learning Schools organization, with which Tapestry continues a formal consultation relationship. An in-house Instructional Coach ensures continuity between the EL organization and the Tapestry staff. During the 2012-13 year, it is noteworthy that EL emerged as a valuable contributor to the development of Common Core curriculum materials, preparing modules for instruction that are featured on the State Education Department's website.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

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

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The average scores of Tapestry Charter High School students were below the state average but within one standard deviation of the mean in both Critical Reading and Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	82	83	35.9	41.2 \pm 10.9	33.7	42.0 \pm 11.3
2012-13	82	71	35.9	41.5 \pm 9.9	34.1	42.1 \pm 11.2
2013-14	84	70	35.0	41.1 \pm 10.5	33.3	42.8 \pm 10.8

Evaluation

Tapestry Charter High School students scored on average within one standard deviation of the mean for all students in NYS, according to the PSAT state summaries reported for 2013-14 Sophomores. The Tapestry average was below the state average. This result supports the continuation of the targeted assistance Tapestry has provided to students for P/SAT and ACT preparation. The results of the P/SAT were item analyzed and shared with teachers and patterns of student weaknesses were identified. Based upon this analysis, the English and Math Departments incorporated routines into classes that included SAT vocabulary and problem solving strategies, for example. The individual students' results were also shared with parents/guardians in the context of the Student Led Conferences during the school year, with further individual consultation offered by the guidance department. Tapestry's relationship with Liberty Partnership through Buffalo State College has continued to provide a P/SAT preparation program to students at no cost.

Additional Evidence

Tapestry appreciates that this is one measure of accountability. Though performance on this assessment is associated with future success, it should not be an isolated measure. Though Tapestry will continue to provide access to targeted P/SAT and ACT preparation programs, and will continue to provide a strong academic emphasis in the general instructional program overall in the hopes of positively impacting P/SAT and ACT results, the comparison of Tapestry students to NYS averages seems to be a questionable practice in assessing the charter's program quality. The value of these tests has long been questioned, as researchers study the factors that relate to scoring. Racial and socioeconomic trends have long been reported, for example, while explanations for those trends have been elusive. SAT scores are notoriously resistant to change, even when quality educational programs have been implemented to target them.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages to the New York State average for all 12th grade (senior) test takers in the given year.

Results

As noted in the section reporting P/SAT results, Tapestry students have not earned scores that exceed the New York State average, although they have performed within one standard deviation of the state mean in both Critical Reading and Mathematics.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	77	65	416	485 <u>±</u> 114	398	499 <u>±</u> 119
2012-13	80	77	398	483 <u>±</u> 114	392	500 <u>±</u> 119
2013-14	71	57	403	485 <u>±</u> 115	381	501 <u>±</u> 120

Evaluation

Efforts have been made to support effective student preparation for these tests, and those efforts will continue. In departments as appropriate, teachers have been provided with information about the test content and format, and information about Tapestry students' patterns of weaknesses. In the English and Math Departments particularly, units of study have been added, including P/SAT vocabulary and math reasoning with reference to actual P/SAT questions. Content teachers were also made aware of the test format and student results, and they have made a commitment to include references to such concepts as 'reasoning and inference' and 'organization and ideas' as tested in the P/SAT.

Additionally, Tapestry's relationships with Liberty Partnership and other community resources, and the availability of Castle Learning SAT prep materials online, have been expanded to offer specific test preparation opportunities.

Additional Evidence

Tapestry is pleased with student progress in meeting graduation requirements and in pursuing post secondary plans. In times of limited resources, it is the continued judgment of the Tapestry leadership that internal resources should not be disproportionately spent on efforts to specifically raise SAT or ACT scores.

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college in the following manner: 100 percent of students will visit at least two college campuses by the end of junior year; 100 percent of students will complete a Personal College Profile with the School Counselor in which students will identify schools of interest and personal matches; and 100 percent of seniors will apply to two- and/or four-year institutions of higher learning.

Method

A file is kept for each student in the counseling office with a checklist of required actions. Lists are maintained for each grade level tracking all students, and these are reviewed by the counseling department on a regular basis. The Naviance computer-based college preparation program is now maintained for all students, starting in ninth grade. Proper use of this program is taught during Crew periods, under the guidance of the school college counselor. The Naviance program is accessible to families and can be opened by parents at home. Website information is mailed home to parents and presented at the time of Student Led Conferences.

During the last two school years, Tapestry has been fortunate to participate in the Say Yes to Education Buffalo initiative, which provides free tuition to any Buffalo resident student at a large number of public and private colleges. With this clear resource, students are encouraged to see college attendance as a realistic possibility, without fear of costs and indebtedness. Say Yes has been generous with us in providing informational speakers and practical supports to assist students in taking advantage of this remarkable opportunity. In a cooperative venture with UB, a graduate student was present onsite at Tapestry for many weeks to support students and their families in completing individual FAFSA forms.

Results

COLLEGE VISITS:

Tapestry Charter High School arranges regular opportunities for students to visit college campuses locally and within the broader geographic region of Western NY and Northern Pennsylvania. In addition to the arrangement of smaller group visits to campuses, full grade level groups visited local colleges as part of "Expedition Mondays" during the school year, with a connection drawn to the Naviance program access that the school is sponsoring for individual students beginning in ninth grade. During 2013-14, all freshmen visited Niagara University, all sophomores visited Canisius College, and all juniors visited Buffalo State College, accompanied by the grade level teacher teams, including the students' Crew leaders, with campus tours and discussions arranged specifically for Tapestry students. The Accountability goal of two campuses visited by junior year is met for 100 percent of Tapestry High School students.

During senior and junior years, thirty to forty college representatives visited Tapestry and all students attended college fairs. The Western New York College Consortium visited Tapestry onsite for an afternoon, and a regional college fair was also hosted at Tapestry, including approximately 30 schools, such as the RIT, St. Bonaventure, Colgate, SUNY Fredonia, St. Lawrence, SUNY Geneseo, UB, and Buffalo State.

PERSONAL COLLEGE PROFILE:

During the 2012-13 year, Tapestry began implementation of the Naviance Program that allows for the collection and organization of information about individual students' college preparation process. All students have been registered for the SAT at least once and completed a resume and the 1st draft of their college essay by the end of their Junior year, with all information centralized on Naviance.

APPLICATIONS COMPLETED:

During 2013-14, 100 percent of seniors applied to at least one two- and/or four-year institution of higher learning. Sixty-five seniors (92 percent) applied to four-year programs. All interested students were accepted to a college setting. All eligible senior students applied for the Say Yes tuition funding.

Evaluation

Thanks to the skilled School Counseling Department, the college preparation goal was enacted enthusiastically. All teachers at all grade levels have embraced the role of encouraging college aspirations. College visits and college fairs were attended. Most students by tenth grade had a chance to experience at least two colleges. The counselor prepares students prior to the visits with an orientation and discussion of purpose, and an organizational system to keep track of students' observations.

During the 2013-14 year, Tapestry continued its investment in an online college preparation and student profile program called Naviance. This online resource allows each student to develop and maintain a personal profile, including interest assessments and college match programs, along with a resume builder and extensive information about the process of college preparation and application. Parents can tap into their child's online site and learn about options and their own child's progress in the college preparation and selection process. Individual meetings were scheduled with all students prior to senior year to complete a Personal College Profile that outlines students' college and academic interests with attention paid to the development of personal action plans. Students were also provided with college scholarship information. Before the end of the year, 100 percent of the 2010 cohort had completed their profiles. SAT and ACT sign ups had occurred and students were directed to resources that could provide help with the process.

Parents of juniors and seniors were encouraged to engage in the college process at different levels, including a College Night for junior parents that provided information about the junior and senior year expectations, and both College and Financial Aid Nights for seniors' parents designed to assist them with the FAFSA forms and in applying for scholarships. Staff from colleges such as Buffalo State, Daemen, and Medaille was involved in these events. A thorough College Planning Handbook was provided to each family. A partnership with Say Yes Buffalo has provided an individual FAFSA consultant who reached out to students and families to assist in completing the FAFSA promptly during senior year.

(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

The rate at which Tapestry students met the Aspirational Performance Measure was below the statewide average.

Percent of Graduates Meeting the Aspirational Performance Measure³⁴

Cohort	Charter School	Statewide ³⁵
2008	12	35.3
2009	14	35.3
2010	10	N/A

Evaluation

Tapestry did not meet the Aspirational Performance Measure for the cohort of 2010. This result is not surprising, given that the announcement of this measure occurred only in 2012. Now that the expectations are clear, and the explanations have been provided, the teachers, students, and families of the cohorts of 2011 and beyond are aware that the bar has been raised for ELA and math, and students will retake Regents exams if they fall short of the expected measures in both areas.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

³⁴ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁵ Statewide results for the 2010 cohort are not yet available.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

Tapestry students have graduated with Regents diplomas with advanced designation at a rate of between ten and twenty percent, which exceeds the local district rate based upon available results from the cohort of 2008.

Percent of Graduates with a Regents Diploma with Advanced Designation³⁶

Cohort	Charter School	School District ³⁷
2008	18	9.7
2009	12	N/A
2010	10	N/A

Evaluation

Data from the district is not readily available. Based upon information from a previous cohort, Tapestry appeared to have met the measure.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Tapestry Charter does not support this measure of success for high school. Though Tapestry's approach to education from the ninth to twelfth grade levels is focused on college preparation, there is not an emphasis on all students taking college level material while in high school. Thorough engagement in an appropriate high school program, aiming at a quality Regents diploma, is determined to be a reasonable goal. Moving a greater number of students toward the College and Career Readiness levels of Regents performance will be an important step toward greater rigor.

General programming at Tapestry is designed to expose students to real world application of learning and thoughtful community-based experiences. Among the diverse population of students enrolled, many are ready for more advanced work than Regents provides, and all students have options from

³⁶ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁷ District results for the 2009 cohort are not yet available.

which they can choose for that purpose. Those options include the Honors Extension Program, courses at Tapestry for college credit, and courses taken on local college campuses.

Results

Though Tapestry does not endorse the goal of 75 percent of students passing college level courses, regular access to college material is formally provided through partnerships with Canisius College, Niagara University, and Erie County Community College. We have three teachers who are approved to offer courses in the Tapestry building that have potential to earn college credit through NU or ECC. We also have partnerships with Canisius College and NU that encourage students to take courses on their campuses at a low cost.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³⁸
2008	73	34
2009	74	32
2010	68	21

Evaluation

While Pre-Calculus and Chemistry were offered for college credit in-house, almost one third of each cohort participated and succeeded in one or more college course options. For the 2010 cohort, there was a change in the Chemistry instructor and only Pre-Calculus was available, bringing the participation rate to 21 percent. Tapestry is pleased with this result overall, as a companion to the 96 percent rate of graduation. In addition to access to college course involvement, all students are eligible to participate in the Honors Extension Program that includes a full credit seminar course of advanced reading and research yearly from tenth through twelfth grade, with additional requirement of the program for participation in community engagement activities. In 2013-14 the Honors Extension Program was offered to entering ninth graders, and began in the fall rather than spring.

Goal 7: School Created College Attendance or Achievement Measure

Each year, 75 percent of graduating students will be accepted into four-year institutions of higher learning; and 75 percent of graduates will matriculate in a two- or four- year college or university within 15 months after graduation.

Method

During the 2013-14 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse function.

³⁸ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Results

In the 2010 cohort, forty-nine of the sixty-eight graduates (72 percent) were accepted into four-year institutions of higher learning. All the remaining graduates applied to and were accepted in two-year schools. Data from the Naviance tool from February 2014 revealed the college enrollment starting with the 2006 cohort. Of the 198 graduates of 2010, 2011, and 2012, ninety-five students (48 percent) were enrolled in four year programs and sixty-three students (32 percent) were enrolled in two year programs, totaling 80 percent of the graduates enrolled in higher education within their first year after high school.

Evaluation

The percentage of college acceptance is impressive, and the matriculation rate exceeds the goal of 75 percent.

Summary of the College Preparation Goal

Overall, Tapestry students appear to have accepted the relationship between academic effort and successful progression through high school toward college and careers. Students are consistently accessing the extra academic supports available to pass classes and Regents, and Tapestry students' rates of Regents passage and credit accumulation are quite positive. Now that new levels of success have been established for College and Career Readiness in ELA and Math, conversations about true college level skills have progressed, and students are aiming higher.

Students have enthusiastically participated in college visits and interaction with the School Counselor for completion of their Personal College Profiles. Colleges have warmly received these students, and continue to visit Tapestry to do preliminary interviews on site. The Say Yes to Education Buffalo scholarship program has provided a powerful incentive all Tapestry students to accept college and post secondary education as a realistic option regardless of family income. (This program provides full last-dollar tuition coverage for all students who reside within the city of Buffalo and who have attended public school, including charters.)

Regarding the P/SAT goals, it is unrealistic to expect that a year of high school participation will strongly impact the P/SAT assessment administered in October of sophomore year. The fact that the performance of Tapestry students on the P/SAT and the SAT is below the NYS average makes students' success on Regents and their eventual acceptance to college all the more satisfying.

Tapestry is thus far encouraged by the rate of graduates' college continuation one year past graduation. Results indicate that a large number of graduates are continuing enrollment, and we are awaiting the updated data regarding four-year graduation for the first graduates in the 2006 cohort.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	Each Year, the school will demonstrate the preparation of its students for college in the following manner: 100 percent of students will visit at least two college campuses by the end of junior year; 100 percent of students will complete a Naviance Personal College Profile with the School Counselor; and 100 percent of seniors will apply to two- and/or four-year institutions of higher learning.	Achieved
College Attainment	Each Year, seventy-five percent of graduates will be accepted into four-year institutions of higher learning. The school will demonstrate college attendance or achievement by tracking student enrollment in post secondary programs through the years following graduation.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university within 15 months after graduation.	Achieved

Action Plan

Tapestry Charter High School intends to continue current efforts that engage students in the school's rigorous college preparatory academic program. Student success with reaching graduation goals is a point of pride.

APPENDIX B: OPTIONAL GOALS

Goal S: Parent Satisfaction (K-8)

Tapestry will maintain strong family supports and commitment.

Goal S: Absolute Measure

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

Method

The K8 parent survey contained 11 items. Questions asked parents to respond Strongly Agree, Agree, Disagree or Strongly Disagree about various topics such as school culture, communication from the school, and our instructional model. There was also a place for parents to offer comments.

Parents completed the survey through a link to Google forms at the conclusion of their child's Student-Led Conference or parent-teacher conference in December 2013. Parents who have more than one child at Tapestry were asked to complete the survey only once. Of the 468 students at Tapestry, we have 345 families. Of the 345 families attending Tapestry, 259 responses were completed. This is a total participation rate of 86%. Of the total responses 52% reported they had children in the K-4 program and 48% reported they have children in the middle school.

Results

Overwhelmingly, the results were positive with the majority of parents responding Strongly Agree or Agree. Parents responded Strongly Agree to questions pertaining to their child feeling safe, cared for, praised for good work, and encouraged to grow. Parent did express a need to learn more about our grading and reporting practices. We will continue to offer parent workshops about the new report card and the student-engaged assessment practices that are the basis for our model.

2013-14 K-8 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
259	345	86%

2013-14 K-8 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Tapestry Charter School provides a safe and positive "culture/atmosphere" for students.	99%
There is at least one teacher at TCS who seems to care about my child as a person.	99%
The school has provided me with adequate information regarding their instructional model (Expeditionary Learning, Crew, Literacy Groups, Math Instruction, Reader's/Writers Workshop, etc.).	95%
In one or more of his/her classes my child has the opportunity to do what he/she does best on a regular basis.	95%
I regularly (at least each five to six weeks) know how my child is performing in his/her classes.	93%
Communication from school to home meets my expectations.	88%

Evaluation

The K-8 program overwhelmingly met the measure for parent satisfaction. In addition to a strong response rate of 86%, over 50 parents wrote personal comments, in support of the school, teachers, and administrators. The school will continue to work with the Tapestry Community Association to further develop ways to communicate more effectively with parents. This was an area of need identified on the survey both in the responses and the open comments.

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

Goal S: Parent Satisfaction (High School)

Tapestry will maintain strong family support and commitment.

Goal S: Absolute Measure

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

Method

The high school parent satisfaction survey was first developed in 2007, with input from the Principal's Advisory Group comprised primarily of parents, with some student and faculty representation. Areas of interest included parents' impressions of administration, instructional quality, school safety, school culture, and the overall high school program. At that time, there was interest in developing a measure that was short and simple enough to be completed quickly at the time of December Student Led Conferences (SLC) when parent attendance was very high, with opportunity in the survey for anonymity as well as an option for free response comments. The participation each year has been reasonable, but improved with the transition to a computer-based format completed while parents/guardians were at school. In fall 2010, a 51 percent response rate was achieved from 153 families. The aim in 2011 was for a higher rate of participation, and steps were taken to structure the

SLC meeting differently and to have a laptop computer available for the survey in the room with the student and parent/guardian, to ensure that teachers obtained input from as many families as possible. Indeed 84 percent of families responded to the computer-based survey, and results were highly favorable. In December 2012, 96 percent of the enrolled students were represented by an adult family member at the Student Led Conferences. This was the best rate of family participation since the school opened. Almost 240 families, or 79 percent, completed the survey at the time of SLCs (NOTE: twenty-five families have siblings in the school).

In December 2013, once again the rate of family participation was very high, and 230 surveys were completed, representing 80 percent of families, given the number of siblings enrolled.

Results

Survey responses indicated a strong sense of parent/guardian satisfaction with the school program.

2013-14 High School Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
230	293	78%

2013-14 High School Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter High School	100
Impression of administrative management	99
Impression of instructional quality	100
Impression of school safety	100
Impression of school culture/atmosphere for students	100

Evaluation

The response rate was very good with the SurveyMonkey computer format administered on laptops provided by Crew leaders during the Student Led Conferences. With 78 percent of parents participating in the survey, it was encouraging to have such a strong endorsement of parent satisfaction with the various aspects of the program. The percent of satisfaction had actually increased from the previous year's excellent results. Heartwarming personal comments were shared with the faculty at Monday morning meeting.

Goal S: Absolute Measure (High School)

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

Method

Student enrollment is closely monitored. Careful counts are maintained.

Results

There is relatively little student transience and the accountability goal was met. The school counselor or a member of the administrative team has contact with each individual who leaves in order to ensure a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts were made to intervene for a more positive outcome. Of the eighteen students who left Tapestry, five moved out of district, one was offered a basketball scholarship to a private school, one was incarcerated and pursued a GED, and eleven transferred to other Buffalo public school options.

2013-14 High School Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
317	76	223	93%

Evaluation

The student retention rate has remained relatively stable. Tapestry will continue to closely monitor enrollment.

Additional Evidence

Year	Retention Rate
2011-12	95
2012-13	94
2013-14	93

Goal S: Absolute Measure (K-8)

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

Method

In Tapestry Charter School, students' homeroom teachers using the computer-based PowerSchool attendance tracking system report attendance. In each building, students arriving late to school are

buzzed in and are required to sign in with the late-sign-in table or the front desk secretary. Changes or corrections are reported to the front office.

Results

The daily attendance rate of 95% was met in our K-8 program.

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	95%
2	95%
3	96%
4	94%
5	96%
6	96%
7	93%
8	92%
Overall	95%

Evaluation

The daily attendance rate of 95% was met in our K-8 program.

Additional Evidence

Year	Average Daily Attendance Rate
2011-12	95%
2012-13	94%
2013-14	95%

Goal S: Absolute Measure

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

Method

In Tapestry Charter School, attendance is reported by students' homeroom teachers using the computer-based PowerSchool attendance tracking system. In each building, students arriving late to school are buzzed in and are required to sign in at the late-sign-in table or the front office. The absence list is printed out and available to all teachers to check during the day. Changes or corrections are reported to the front office.

Results

Average daily attendance overall is 95 percent, which is the target goal.

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	95
2	96
3	96
4	94
5	96
6	96
7	93
8	92
9	94
10	94
11	95
12	93
Overall	95

Evaluation

The attendance rate at each grade level is close to the target goal, with one exception – the senior class. Last year, Tapestry High School had instituted stricter policies for intervention to be implemented earlier in the school year than in the past, although the seniors did not respond to the intervention as hoped. As the school year is starting for 2014-15, personalized letters are being sent home to all students who were in attendance jeopardy from 2013-14 who are moving up to grades 10, 11, and 12, to notify them of the policy and the expectation for improvement. Crew leaders are aware of the concern with school-wide attendance, and seniors particularly, and will more actively monitor progress toward the goal.

Additional Evidence

Year	Average Daily HS Attendance Rate
2011-12	94.0
2012-13	94.3
2013-14	93.8

APPENDIX C: SUPPLEMENTARY TABLES

*Please see tables referenced under: HIGH SCHOOL: ENGLISH LANGUAGE ARTS AND MATHEMATICS at the end of this Appendix C.

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2013-14, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2013-14 English Language Arts Performance
By Grade Level and Years Attending the School**

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

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 exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2013-14; the other presents annual aggregate results over time.

**2013-14 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

**English Language Arts Performance of
School and Comparison Schools by School Year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2011-12									
2012-13									
2013-14									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm-referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2012-13 and 2013-14. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Cohort Growth on XXX Test from Spring 2013 to Spring 2014

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2012-13	Target	2013-14	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test By School Year

School Year	Cohort met target?
2011-12	
2012-13	
2013-14	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	?-?		
2011-12	?-?		
2012-13	?-?		
2013-14	?-?		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2013-14 Science Performance By Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

*HIGH SCHOOL: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Tapestry administers the Scholastic Reading Inventory (SRI) to all students twice yearly, near the start of the school year as a pre-test, and in the spring as a post-test. The SRI is a well-regarded norm-referenced test that measures reading comprehension on the Lexile Framework® for Reading. The SRI is research-based, computer-adaptive test that provides information to inform instruction and make accurate placement recommendations. In addition, the SRI supports a Response to Intervention framework, is aligned with state goals to target intervention strategies, and provides many reports that provide accurate and clear information both individually and comparatively. By using Lexile scores, teachers are able to align text to student abilities and make appropriate instructional choices about materials and resources they will use with students. The SRI provides a “year end Proficiency Lexile Range” that aligns grade level reading abilities to a Lexile score range, allowing teachers and administrators to track students relative to grade level reading expectations.

It should be noted that Tapestry uses the Lexile scores of the SRI, since the term “Lexile” is encouraged for use with teachers in selecting instructional materials and with students and parents in reflecting upon personal reading choices and personal growth. Testing is designed to inform instruction, and

results do suggest strengths and weaknesses that are addressed by staff in a variety of ways. Growth is measured and the pre- and post-testing is reported here.

Below are the descriptions of the Performance Standard categories that accompany the Lexile scores that are shared with students, families, and staff. In the Student Growth Charts in the Results section here, those categories are referenced.

Performance Standard: A descriptor of student performance that describes what students must do to demonstrate various levels of proficiency with respect to the specific content (for example, reading comprehension). Four default levels have been identified to describe student performance on the SRI at each grade. The levels are based on end-of-year test results.

Advanced: Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading "above Grade Level."

Proficient: Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading "on Grade Level." Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade Level.

Basic: Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading "below Grade Level."

Below Basic: Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly "below Grade Level." Intervention is recommended.

(Source: Scholastic Reading Inventory Educator's Guide)

Results

In 2013-14, 309 students in grades nine to twelve were enrolled in the SRI testing program for pre-and/or post-testing. Individual student results were shared with Crew leaders and subject teachers in the fall, and with families and students at the time of Student Led Conferences in December. Most students were tested twice between May 2013 and June 2014, producing data that reflects upon relative growth at each grade level over time. For the purposes of this report, the data reflects results of students who were measured in each administration season. The information and comparisons provided were very useful to the school as a whole and to the support services team, charged with serving the needs of the students at risk of not making adequate academic gains and of not graduating.

SRI Growth Summary Report

Grade in 2013- 2014	Average of First Lexile Measure (gr 9)	Average of Last Lexile Measure (spring 2014)	Average Growth in Lexile during HS at Tapestry
9 cohort 2013	880 (Basic – 25%ile)	1,015 (Proficient)	135
10 cohort 2012	939	1089	150
11 cohort 2011	932	1,106	174
12 cohort 2010	937 (Basic)	1,139 (Proficient – 60%ile)	202

Student Growth Trends on the SRI 2013- 2014

Pre-Test Fall 2013	% Adv	% Prof	% Basic	% Below Basic	%Adv+Prof	%Basic+Below
Cohort 2013 N=78	15%	26%	50%	9%	41%	59%
Cohort 2012 N=83	20%	36%	37%	6%	56%	43%
Cohort 2011 N=76	13%	50%	25%	12%	63%	37%
Cohort 2010 N=72	21%	49%	24%	7%	70%	31%
Post-Test Spring 2014	% Adv	% Prof	% Basic	% Below Basic	%Adv+Prof	%Basic+Below
Cohort 2013 N=78	24%	30%	38%	8%	54%	46%
Cohort 2012 N=78	31%	33%	33%	3%	64%	36%
Cohort 2011 N=67	16%	54%	24%	6%	70%	30%
Cohort 2010 N= N/A	%	%	%	%	%	%

Evaluation

At the end of the 2013-2014 school year, evaluation using the SRI tool showed that students made impressive gains in Lexile Ranges. Referencing the Growth Summary Report, the average Lexile for each grade level group showed gains yearly, with four years of entering freshmen at an average “Basic” level in pretesting, while the average Lexile moved to “Proficient” for all grades in the course of the year. The average Lexile for each grade continued to rise each year.

In the pretesting of fall 2013, students in grades 10 through 12 began at higher levels than their age-mates had the previous year, and they generally continued to grow beyond the previous year’s age-mates as the year ended. When the freshmen cohort of 2013 entered, nearly 60 percent were below expectation and only 41 percent were at or above, similar to the arriving freshmen in 2011 and 2012. By the end of the year, once again the balance had shifted, as 54 percent were proficient or above. Similarly from year to year, as students progressed toward graduation, the ratio of proficient to below proficient was progressing as desired. The seniors wrapped up their school experience with 71 percent having reached proficient levels. Tapestry continues to be convinced that this is the right tool to measure student proficiency levels and the school will continue to use the SRI data to inform instruction and selection of materials and resources.

Additional Evidence

For four years, Tapestry Charter High School has used the Scholastic Reading Inventory (SRI) to measure student progress in English Language Arts / Reading. Incoming freshmen are routinely assessed with the SRI during intake prior to starting school, and the measure is used with all other grades in fall and spring. The results have been used for summer planning by the support services team, by those staff members assigned to monitor remedial services and the Response to Intervention process. The SRI scoring is considered an essential reference as students are scheduled for Title I literacy services.