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THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
TAPESTRY CHARTER SCHOOL*

Report Date: February 16, 2021

Visit Date: November 30-December 4, 2020

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Charter Schools Institute
The State University of New York

CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

7

School Background and Executive Summary

11

Academic Performance

27

Organizational Performance

32

Fiscal Performance

35

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools, and student achievement of those schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Tapestry Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,090 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following Governor Cuomo's Executive Orders, which closed schools to in person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs and gathered Continuity of Learning Plans from every school and had ongoing communication to support and monitor programs. Tapestry Charter School ("Tapestry") transitioned to its Continuity of Learning Plan in that time frame. During summer 2020, the Governor and New York State Department of Health requested that all schools submit a Reopening Plan following specific

3. SUNY Renewal Policies
(p. 14).

4. See New York Education
Law § 2852(2).

health and safety guidelines. The Institute additionally requested SUNY authorized charter schools submit specific information regarding the structure of the school’s educational program for the 2020-21 school year. A brief summary of the school’s current program is outlined in the School Background section.

The Institute followed its typical renewal procedures where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. Using the same Renewal Benchmarks, the Institute analyzed the school’s program. The Institute team conducted its visit activities virtually. For remote learning, the Institute visit team joined virtual lessons to observe online learning and teaching. The Institute visit team conducted all interviews virtually including interviews with families, teachers, leaders, and the Tapestry board.

In considering how to evaluate schools’ remote or hybrid learning plans, the Institute reviewed research and standards for remote and online teaching. Utilizing the National Standards for Quality Online Teaching (“NSQOT”),⁵ the Institute conducted a review of the SUNY Trustees’ Renewal Benchmarks with the standards and found that the Renewal Benchmarks and the National Standards for Quality Online Teaching align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school’s hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect standards for online learning, where applicable.

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English Language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each school’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Tapestry makes good faith efforts to meet its enrollment targets for economically disadvantaged students, students with disabilities, and ELLs. Although the school does not meet its enrollment targets for any of the three subgroups and does not meet its retention targets for students with disabilities or economically disadvantaged students, Tapestry continues its outreach efforts across the community and implements the following strategies to increase its enrollment targets for all three subgroups and meet its retention targets:

5. NSQOT is a set of standards for online teaching established by a group of online education institutions. For more information, see www.nsqol.org.

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- hosting regular open houses;
- hosting school program tours throughout the year;
- building and maintaining a strong relationship with Buffalo Public Schools’ (the “district’s”) Committee on Special Education (“CSE”) for referrals;
- leveraging the fieldwork, projects, and service learning completed through the expeditionary learning curriculum to outreach to ELLs and their families;
- applying for equitable yellow bus transportation with the Buffalo Public Schools Transportation Department (“PBSTD”); and,
- discussing legal remediation with Tapestry’s counsel and other local charter schools whose applications for equitable yellow bus drop-off and pick-up times have also been repeatedly denied by PBSTD.

With respect to ELL enrollment, Tapestry makes outreach efforts to immigrant communities in Buffalo. However, the district’s bilingual educational offerings dampen Tapestry’s number of new ELLs from such efforts.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments in response to the renewal application. A Summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

TAPESTRY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Tapestry on March 27, 2001 less than three years after the passage of the Act. The school opened its doors in the fall of 2001 initially serving 105 students in Kindergarten – 4th grade. The school is authorized to serve 1,070 students in Kindergarten – 12th grade during the 2020-21 school year. If renewed, the school will continue to serve students in Kindergarten – 12th grade, with a projected total enrollment of 1,090 students.

The current charter term expires on April 24, 2021. A subsequent charter term would enable the school to operate through April 24, 2026. The school is located in private facilities at 111 Great Arrow Avenue, Buffalo, NY (Kindergarten – 4th) and 65 Great Arrow Avenue, Buffalo, NY (5th – 12th) in Buffalo Schools District.

The mission of Tapestry is:



To educate and inspire a diverse community of Kindergarten – 12th grade learners by engaging them in rigorous real world learning experiences which prioritize intellectual, social, and emotional growth.

SUMMARY OF COVID-19 RESPONSE

In March 2020, Tapestry promptly transitioned its in-person educational program to a synchronous and asynchronous online learning program due to the COVID-19 pandemic. To ensure equity of access among all students, Tapestry provided students in need with laptops. The school worked with students and families to obtain internet access through the use of hot spots or internet providers. Teachers, counselors, and administrators performed home visits and participated in a drive-thru food service program to ensure that the school met the needs of all students. The school made efforts to supplement food options by partnering with local businesses and grocery stores and offered meals to any Buffalo student under the age of 18 in addition to Tapestry students.

To prepare its school community for the transition to online learning, Tapestry outlined a detailed remote operations plan for teachers, staff, students, and families during the spring 2020 remote learning period. All teachers created a Google Classroom from which all students participated in both asynchronous and synchronous learning experiences. The school utilized a variety of online tools and programs to engage students in content and assess their learning. The school continued to maintain its strong sense of community by introducing online community building structures such as student-led conferences, community meetings, and crew. Crew, the school's advisory cohort program, continued to provide students with additional support online. Crew teachers hosted live Zoom meetings daily in Kindergarten – 5th grades and checked in with upper grade level students every week. Parents and families received daily communication from principals and teachers. During the summer, the school collected feedback from students, families, and staff members to design a reopening plan for the 2020-21 school year.

For 2020-21, the school implements reopening plan that outlines plans to transition seamlessly between hybrid and remote learning as needed dependent on community spread of COVID-19. The school implements a hybrid, synchronous, and asynchronous learning program for students in 3rd – 12th grade five days a week with an alternating schedule for 3rd and 4th grade students on Fridays. For students in Kindergarten – 2nd grade, Tapestry doubled the number of teachers so students could transition from a fully remote learning model to an entirely in-person model by October 2020. In order to accommodate Kindergarten – 2nd students in the building with sufficient social distancing measures, the school relocated students in 5th grade into the middle school building for one year while attending in-person school on the alternating schedule. To ensure that the school meets student needs, students with disabilities and ELLs receive their services in person during scheduled class times throughout the day and then transition remotely with the same respective teachers. At the time of the renewal review, Tapestry was in a high risk COVID-19 zone and transitioned to a fully remote learning model.

The New York Forward Department of Health Reopening Plan, Tapestry developed in alignment with guidance from the New York State Department of Health, can be found at this [link](#).

EXECUTIVE SUMMARY

During its five year charter term, Tapestry met or came close to meeting its key Accountability Plan goals. The school demonstrates success in the following ways:

- Tapestry posted a record of high graduation rates over the charter term exceeding the absolute target in every year. Notably in 2019-20, 97% of the school's Graduation Cohort graduated after four years surpassing the most recent district results by 21 points.
- The school posted strong comparative achievement in English language arts ("ELA") and mathematics from 2014-15 through 2018-19. Over all five years, the school outperformed the district on the 3rd – 8th grade ELA and mathematics state exams by at least 14 and 15 points, respectively.
- The school's 3rd – 8th grade students with disabilities outperformed their district peers in ELA and mathematics in all years of the Accountability Period with state test results. At the secondary level, the school's students with disabilities graduated at rates that surpassed the district in every year of the term.

During the remote learning period, Tapestry maintains high expectations for all students and a strong sense of community. Leaders and teachers have a clear vision of academic success, evident in the school's assessment and data monitoring systems. The Institute observed high levels of checks for understanding and effective adaptation of lessons to meet students' needs in real time using online tools and applications.

Another hallmark of Tapestry's academic program is its assessment of student mastery through creative portfolio projects. The school uses qualitative data to critically assess student mastery and analyzes student work products as a meaningful expression of their mastery. From systematizing curricular planning to providing teachers with support and resources for remote learning, leaders and teachers support each other to maintain high expectations for all students and families.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the school's academic program, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Tapestry a Subsequent Full-Term Renewal of five years.

NOTEWORTHY

In 2019, as part of a school's project, "I Am the Author of My Own Story," Tapestry hosted children's author Vanessa Brantley-Newton to address students and staff about diversity in children's literature and the role of representation in children's lives. With the help of a \$5000 Teaching Tolerance Education Grant, Tapestry purchased diverse books for the library, worked with students to explore concepts like voice and the sequence of storytelling, and had them create their own stories with characters modeled after their own lives. Students' stories were anthologized into three collections by a publisher and housed in Tapestry's library and classrooms. For the final step of the project, students wrote persuasive letters to major children's book publishers to express the need for characters and storylines that better reflect their experiences.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Tapestry is an academic success. During its five year charter term, Tapestry met or came close to meeting its key Accountability Plan goals in ELA and mathematics. The school consistently outperformed the district with its graduation rate. The school's academic program is effective in supporting student learning.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in six required areas of high school graduation, college preparation, ELA, mathematics, science, and social studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines outcomes on a set of required Accountability Plan measures to determine goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide and nationally normed assessments, high school graduation and college acceptance rates. Historically, SUNY’s required measures include measures that present schools’:

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Tapestry did not propose any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute

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has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,⁹ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Tapestry relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Tapestry's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Tapestry's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to grow student achievement at the same rate as schools serving similar students across the state in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

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In response to the COVID-19 global pandemic, the New York State Board of Regents canceled the administration of the 2019-20 3rd – 8th grade ELA and mathematics assessments; the 4th and 8th grade state science exam; and, the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school's existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

In April 2020, the New York State Board of Regents canceled both the June and August administrations of the Regents exams in all subject areas due to complications from the COVID-19 facility closures. The memo can be found at [this link](#). The New York State Education Department ("NYSED") issued a waiver to students enrolled in any course terminating in a Regents exam in June or August 2020. If the exam were a requirement for graduation with a Regents diploma or a Regents diploma with advanced designation, the waiver allowed students in any graduation cohort to meet the requirement without having to sit for any future administration of the exam.

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SUNY RENEWAL BENCHMARK 1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its current charter term, Tapestry met or came close to meeting its key Accountability Plan goals in high school graduation, college preparation, ELA, and mathematics. Notably, the school graduated at least 90% of its cohorts in every year of the charter term and high percentages of those graduates matriculated into college during the years that followed graduation. In the absence of the New York State exams for students in 3rd – 8th grade in 2019-20, Tapestry used a number of assessments to monitor student growth including the NWEA MAP (“MAP”) assessment. The school also met or came close to meeting its science, social studies, and NCLB/ESSA goals over the term.

Tapestry met its graduation goal over the charter term. From 2015-16 through 2019-20, the school posted four year graduation rates that exceeded the absolute target of 75% by at least 16 percentage points each year. The school’s Graduation Cohorts also graduated at rates that exceeded the district. Notably in 2019-20, 97% of the school’s 2016 Cohort graduated after four years surpassing the absolute target by 22 percentage points and the most recently available district performance by 21 percentage points. Tapestry posted high achievement on a key leading indicator of future high graduation rates. The school consistently posted high rates of credit accumulation for its first and second year cohorts.

Tapestry came close to meeting its college preparation goal during the charter term. From 2015-16 through 2019-20, the school’s graduates matriculated into two or four year college programs at rates that exceeded the absolute target of 75% in four of five years. The school increased its percentage of students demonstrating college preparation by a variety of methods over the term by 34 percentage points from 2017-18 to 2019-20. In 2019-20, 65% of the school’s graduates earned a Regents diploma with advanced designation, passed an Advanced Placement (“AP”) exam with a score of 3 or higher, or passed an approved college level course. The school’s College, Career, and Civic Readiness index (“CCCRI”) surpassed the district’s CCCRI in both years that data are available.

Tapestry came close to meeting its ELA goal over the charter term. At the elementary level, the school increased its absolute achievement by 18 percentage points from 2014-15 through 2018-19. In all four years of the Accountability Period with state test results, the school’s students enrolled for at least two years scored at or above proficiency at rates that far exceeded the district achievement. In 2018-19, the school outperformed the district average by 19 percentage points. In contrast, the school demonstrated mixed results on its comparative effect size measure over the term posting effect sizes below the target of

0.3. This performance indicates the school did not perform higher than expected to a meaningful degree in comparison to schools with similar proportions of economically disadvantaged students across the state. The school posted mean growth percentiles that exceeded the target of 50 over the majority of the last five years with available data. At the high school level, Tapestry's Total Cohorts consistently posted rates of passing the ELA Regents exam that exceeded the absolute target of 80% and the district achievement each year. The school's Total Cohorts achieved the college and career readiness standard, currently defined as scoring at least at level 4 of five levels, at rates that surpassed the district in the majority of the Accountability Period.

Tapestry also came close to meeting its mathematics goal over the charter term. From 2015-16 through 2018-19, the school's students enrolled in at least their second year scored at or above proficiency at rates that surpassed the district by at least 15 percentage points. The school posted mean growth percentiles above the target of 50 from 2014-15 through 2016-17. In the final two years of the Accountability Period with testing data, the school's growth scores dipped under the target of 50, but the absolute achievement did not decline. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected over the term. Although the school posted effect sizes under the target over the term, the school retains its students into the high school program and demonstrates a record of high comparative achievement on Regents exams. From 2015-16 through 2019-20, the school's cohorts posted passing rates on at least one Regents mathematics exam that exceeded the absolute target and the district averages in every year that data are available. The school posted PIs that surpassed the district achievement in three of four years.

Tapestry also met or came close to meeting its science goal over the charter term. The school's students in 4th and 8th grade enrolled for at least two years posted proficiency rates that exceeded the district performance by at least 17 percentage points from 2014-15 through 2018-19. After exceeding the absolute target of 75% in the first year of the Accountability Period, the school's overall proficiency rate was slightly under the target from 2016-17 to 2018-19. Notably, the school's students in 4th grade posted passing rates that consistently exceeded the 75% target. Instructional leaders have devoted resources to improving the curricular supports for the 8th grade science program. At the high school level, the school met the science goal over the term. From 2015-16 through 2019-20, students in the school's Accountability Cohorts passed any Regents science exam by the end of four years at rates that exceeded the absolute target of 75% over the majority of the charter term. Further, the school's Total Cohorts achieved passing rates that surpassed the district's Total Cohort passing rates in every year that comparative data are available.

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Tapestry met its social studies goal. Over the charter term, the school's Total Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the absolute target of 75%. The school's Total Cohorts also posted passing rates on both exams that exceeded the district's Total Cohort passing rates in each year with comparative data available.

The school met its ESSA goal remaining in good standing according to the state's accountability system over the charter term.

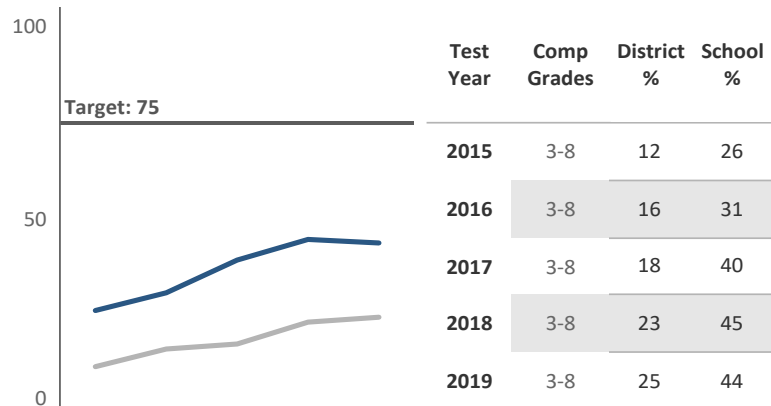
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ACADEMIC PERFORMANCE

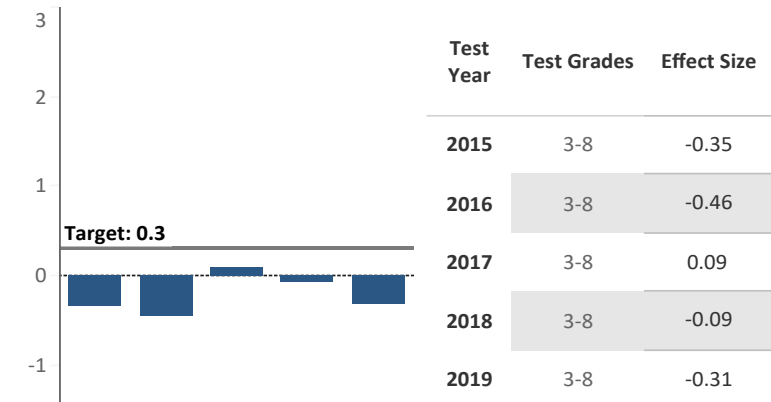
TAPESTRY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

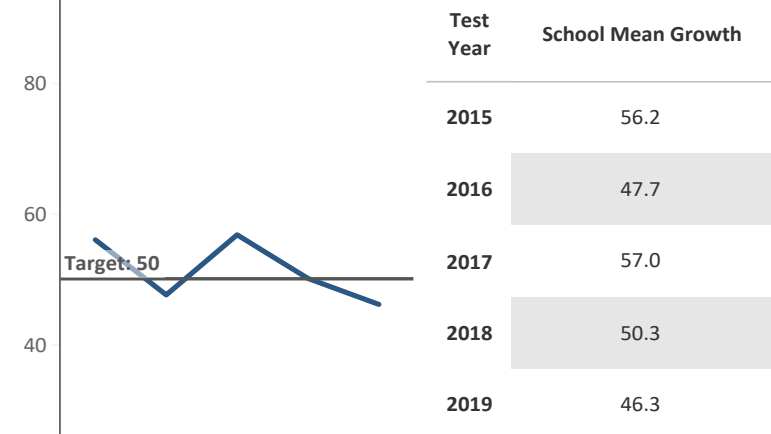
**Comparative Measure:
District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



**Comparative Measure:
Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth
Measure: Mean Growth
Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



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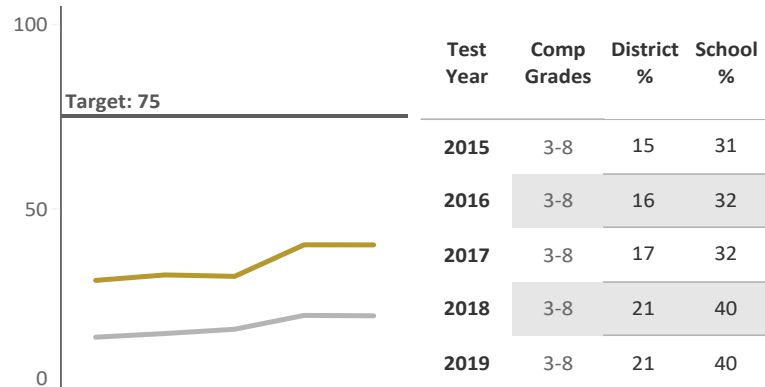
ACADEMIC PERFORMANCE

TAPESTRY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

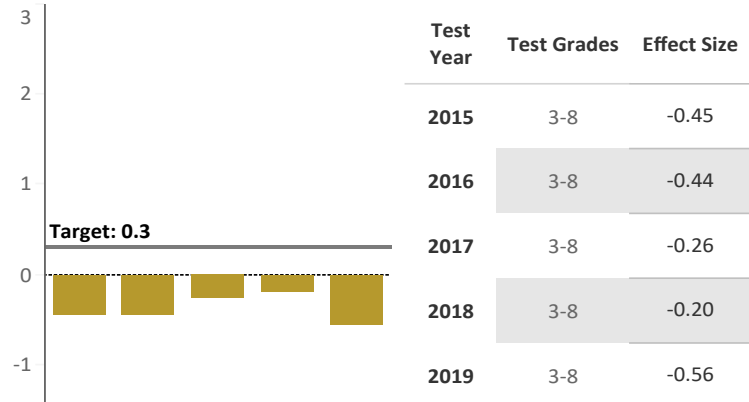
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



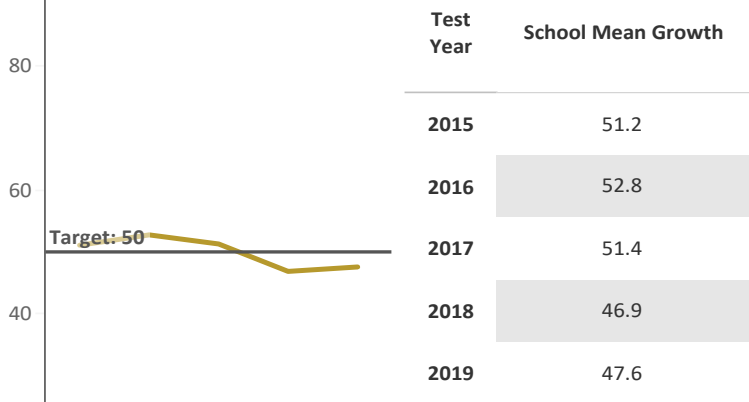
Comparative Measure: Effect

Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth

Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



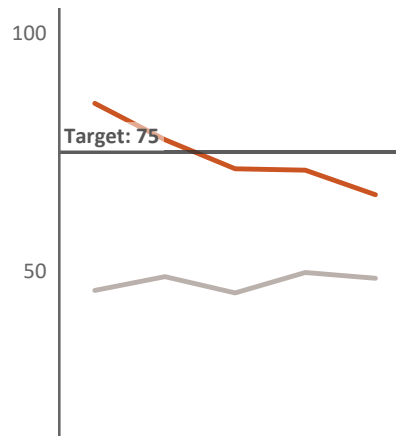
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ACADEMIC PERFORMANCE

TAPESTRY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.



Test Year	District %	School Comp
2015	46	85
2016	49	78
2017	46	72
2018	50	71
2019	49	66

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	109	122	117
Tested on State Exam	37	50	48
School Percent Proficient on ELA Exam	16.2	12.0	10.4
District Percent Proficient	3.7	8.5	8.7
	2017	2018	2019
ELL Enrollment	9	16	21
Tested on NYSESLAT Exam	9	16	13
School Percent 'Commanding' or Making Progress on NYSESLAT	0.0	50.0	7.7

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

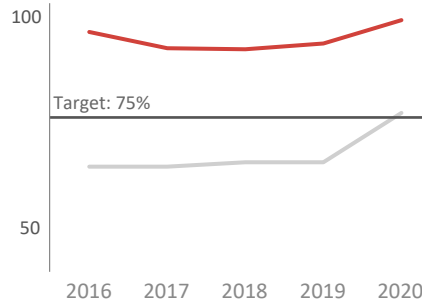
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ACADEMIC PERFORMANCE

TAPESTRY CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

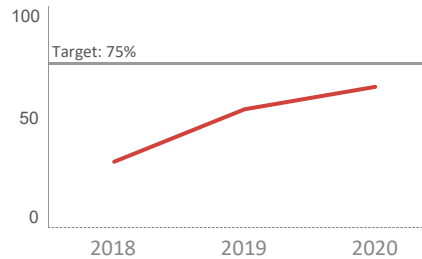
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2016	63.8	94.7
2017	63.8	91.0
2018	64.5	90.8
2019	64.7	92.1
2020	76.3	97.4

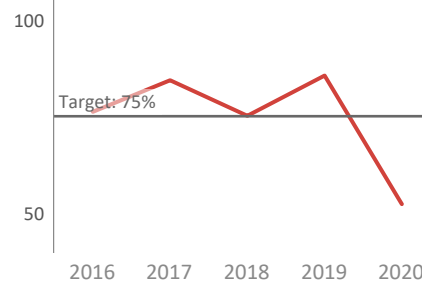
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2018	69	30.4
2019	70	54.3
2020	76	64.5

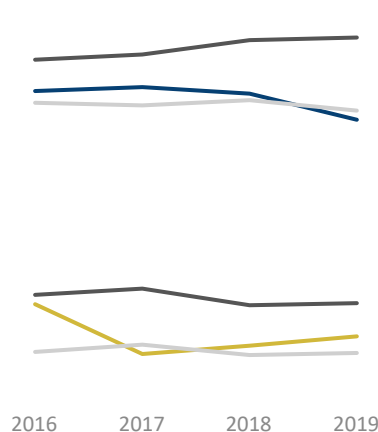
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	72	76.4
2017	71	84.5
2018	69	75.4
2019	70	85.7
2020	76	52.6

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the district's PI and the state's MIP.



	MIP	District PI	School PI
2016	174	141	150
2017	178	139	153
2018	189	143	148
2019	191	135	128

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SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Tapestry implements a comprehensive assessment system aligned to state standards that increases instructional effectiveness and student learning. The school administers a variety of valid and reliable assessments to measure student achievement and growth. Instructional leaders and teachers access the data in a timely manner and use the data to make programmatic changes and adjust instruction to meet student needs. The school provides professional development and support to teachers with collective grading using common rubrics to ensure the scoring process is valid and reliable.

Tapestry administers rigorous assessments including the Fountas & Pinnell Benchmark Assessment System (“F&P”), MAP, internally created interim assessments (“IAs”), as well as teacher created formative assessments such as unit tests and daily exit tickets across all subject areas. Teachers create IAs using released state exam questions. The director of curriculum and instructional coaches review the IAs to ensure alignment to standards and the appropriate level of rigor.

Over the charter term, the school improved its structures by having more systems in place for disseminating, analyzing, and responding to student data. Teachers and leaders access assessment results in the online platform eDoctrina and generate various reports such as a standards analysis. Instructional coaches also track all assessment results in Google Sheets. Following IA administration, teachers review results in department meetings to identify various strategies for adjustment and develop six week action plans. Teachers plan to adjust instruction by establishing strategic student groupings, modifying unit plans, and identifying specific standards or skills to emphasize in future lessons.

DOES THE SCHOOL’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Tapestry has a comprehensive curricular framework that provides a fixed structure aligned to state standards and supports teachers in their instructional planning. The school is an Expeditionary Learning (“EL”) school and its curricular foundation is rooted in experiential learning. To guide ELA instruction, the school uses EngageNY modules for 3rd – 12th grade, and Teachers College Reading and Writing Project (“TCRWP”) units of study for Kindergarten – 2nd grade. For mathematics instruction, Tapestry uses a combination of teacher developed

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curricula aligned to state standards. Teachers use supplemental mathematics materials from EngageNY to support planning. For 11th and 12th grade, students have the opportunity to participate in dual enrollment courses with curricular materials aligned to the Erie County Community College Curriculum. This year, the school supplements the mathematics curriculum with online learning resources to support mathematics instruction in a virtual setting and works with the Erie County Board of Cooperative Educational Services (“BOCES”) to implement Amplify Science for 8th grade science instruction to boost student achievement and growth performance. To support virtual learning in Kindergarten – 2nd grade, the school uses a virtual version of TCRWP for reading, writing, and phonics.

The ELA, mathematics, and science curricular programs provide teachers with pacing guides, online modules, and lesson materials. Leaders allow teachers to modify or adapt lesson materials and pacing guides and expect teachers to write unit plans. Leaders expect teachers to select culturally relevant texts, integrate EL into lesson materials, and develop strategies to ensure rigor and standards alignment. All adaptations and adjustments to scope and sequence, pacing guides, and lesson materials require approval from instructional leaders and the director of curriculum, instruction, and assessment.

Tapestry is developing a strong coaching and curricular planning structure to ensure rigorous and standards aligned curricular programming. Teachers submit unit plans and curricular maps to instructional leaders. This year, teachers include a calendar, or daily lesson plan portion, with unit plans. Department heads, content leads, and instructional leaders provide consistent feedback to ensure lessons align with instructional plans and state standards. While curricular frameworks provide teachers with adequate support for instruction, and school leaders consistently provide teachers with feedback on lesson plans, Tapestry leaders recognize a need to continue to develop the school’s curricular planning and coaching structures.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

During the renewal review, the Institute team observed 18 lessons at Tapestry following a defined protocol used for school visits during periods of remote learning. For the first several months of the 2020-21 school year, the school placed teachers in one of three teaching modalities: fully in-person, hybrid, or fully remote. Instructional leaders deliver differentiated professional development to each of these groups of teachers to ensure that training is pertinent and responsive to trends in each modality.

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At the time of the visit, the school transitioned the prior week from the blended model to a fully remote model because of an increase in regional COVID-19 cases. Notwithstanding the recent shift, high quality instruction is evident at Tapestry. The Institute team observed teachers utilizing digital platforms including Zoom and Google Classroom to facilitate engaging and collaborative classroom environments with a clear focus on academic achievement. In a clear majority of observations, classes in the virtual environment have well established routines and expectations that result in high student engagement and purposeful instruction.

Lessons at Tapestry consistently have clear, standards based objectives aligned with the school's curriculum. Teachers clearly state learning targets at the start of each lesson, and prompt students to repeat the targets at various points to ensure that the lesson purpose is clear. Lessons also frequently include clear connections to prior knowledge and learning targets. For instance, one teacher began a lesson with a brief review quiz on the prior day's lesson objectives using an online application for quizzes.

Teachers use a variety of effective techniques to check for student understanding such as cold calling, integrating practice work into lessons using applications like Google Classroom and PearDeck, using the chat feature in Zoom, and having students display their work on digital and physical whiteboards. In many classrooms, teachers use student work samples to adjust lessons in the moment by highlighting strong examples and displaying and discussing common misconceptions. For example, in an ELA lesson, students independently traced and wrote key sight words as the teacher watched, noted work that demonstrated mastery, and supported students in correcting any errors.

Lessons at the school typically consist of rigorous objectives. In most classes, students engage in challenging tasks that require students to analyze and apply new concepts and skills independently. In several mathematics classes, for instance, teachers present complex questions based on the daily lesson target and give students opportunities to work through those questions independently or in small groups. Leaders work closely with teachers to develop skills to consistently challenge students with questions and activities to develop higher order thinking skills.

SUNY RENEWAL BENCHMARK 1E

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Tapestry has strong instructional leadership. The instructional leadership team for the organization, internally called the “Compass team,” consists of the executive director, principals, assistant principals, director of special education, director of curriculum and instruction, interim equity coordinator, and athletic director. The Compass team sets priorities across the Kindergarten – 12th grade program and meets regularly to ensure vertical alignment. Individually, instructional leader teams at each level (elementary, middle, and high school) develop a yearly work plan that clearly outlines annual priorities and focus areas based on observations and data from prior years. The work plan informs all aspects of planning for the year including teacher professional development.

Instructional leaders provide a variety of effective supports for teachers and continue to do so in the virtual setting. The school provides summer pre-service training each year. During the 2020-21 school year, instructional leaders provide targeted professional development to ensure teachers have the knowledge and resources to implement lessons in the remote environment. For instance, leaders offer sessions on how to create engaging lessons using Google Classroom. Notably, the school has weekly check-in meetings to foster connections between teachers where they can share best practices and provide each other with social and emotional support during the COVID-19 pandemic.

Principals, assistant principals, instructional coaches, and instructional specialists regularly conduct walkthroughs to observe instruction and follow up with written or verbal feedback. School leaders and teachers have a regular meeting schedule that enables staff members at all levels to ensure alignment on lesson plans, analyze assessment data, and revise intervention and small group teaching plans. Each grade level also has one teacher designated as the team leader, and the team leader leads grade level planning meetings and liaises with school leadership.

Principals and assistant principals conduct formal teacher evaluations twice per year providing feedback aligned with a common rubric based on the Danielson Framework for Teaching. Teachers who have been successful in their role for at least three years may opt to conduct an action research project in lieu of formal observations. Teachers who opt for the research project choose a topic aligned to the school’s yearly work plan and target goals. Based on the yearly targets and the teacher’s grade level and subject, the teacher designs a research project around a focused area, such as analyzing MAP reports more efficiently, then

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SUNY RENEWAL BENCHMARK 1F

shares their findings and resources to the elementary principal and teaching staff. Leaders use key takeaways from the findings to inform yearly target goals. Dedicated instructional coaches and instructional specialists provide additional regular coaching and curriculum planning support at the individual grade level.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Over the current charter term, Tapestry reflected on its at-risk program and made updates to ensure that the program meets the educational needs of at-risk students. The school established a director level position to oversee the ELL and special education programs, provide support to teachers, and ensure the school provides high quality services for both groups of students. At each school level, assistant principals work closely with other team members to oversee the Response to Intervention (“RTI”) program. For RTI, prior to March 2020, the school reserved time one day a week for a student support team to come together and discuss students struggling academically as referred by classroom teachers. With the transition to remote learning due to COVID-19 and the changing responsibilities of staff members, the school streamlines the process to have a specific coach meet with the referring teacher. Once referred, teachers establish an intervention plan to determine tier 2 supports, and then reconvene after six to eight weeks to discuss progress. If students continue to struggle, then the teacher, with support, determines tier 3 strategies that content specialists deliver. If after another six to eight weeks a student continues to not make progress, then the director discusses actions with the student’s family and makes a referral to the district committee on special education for evaluation for special education services. With the shift to remote learning, the school has an opportunity to ensure this process is fully codified and then modify any aspects that are inconsistently implemented across the three school levels.

For the special education program, the school implements consultant teaching and resource room programs. For consultant teaching, the school made efforts to improve the co-teaching model to ensure that students receive high quality instruction and differentiation from teaching teams. The school delivers professional development on co-teaching models and includes specific planning time into the schedule for teachers to co-plan. For the school’s hybrid model, leaders continue to provide effective professional development to ensure that both teachers are actively teaching and supporting students with disabilities during class lessons. The Institute observed most co-teaching teams as effectively delivering instruction in a differentiated manner to meet the needs of individual students. Many of these efforts lead to the school meeting its students’ Individualized Education Program (“IEP”) goals.

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Tapestry has the opportunity to continue improving its special education services to close the achievement gap for students with disabilities and the general education population over the next charter term, if renewed.

The school implements an immersive ELL program infusing best practices for ELLs into the general education program. The school's at-risk program director has English to Speakers of Other Languages (ESOL) certification and provides guidance, training, and close collaboration with the ELL teacher. During remote learning, the ELL teacher joins class lessons and supports students through breakout rooms and intervention periods. As the school began the year in a hybrid model, the school administered the New York State English Language Learner Identification Test (NYSESLAT) to eligible students. The ELL teacher communicates student English language proficiency levels to teachers and parents, and collaborates on lessons on a regular basis.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Tapestry is an effective, viable organization. The board effectively supports leaders and monitors the academic program to ensure the school is delivering its mission.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Tapestry is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. As part of the school's key design element of providing rigorous academics with real world learning, every grade level participates in at least one annual learning expedition project that requires students to engage in complex work, often working beyond the standards to consider multiple perspectives, use evidence and reasoning to answer complex questions, and apply knowledge and skills to create high quality work. At the conclusion of each expedition, students have the opportunity to discuss and share learning in a culminating showcase event.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from Tapestry's 2019-20 annual family survey. The school conducts the survey every year to collect data about family satisfaction, communication, and understanding of the school's core values, among other topics appropriate for the respective school levels. In 2019-20, 57% of families who received the survey responded. Overall, 97% of those families expressed satisfaction with the school's program.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For renewal reviews in 2020-21, the Institute convened families in a virtual environment. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and

parents of ELLs. The Institute met virtually with 11 families representative of the Tapestry community. Families expressed strong levels of appreciation and satisfaction with the efforts the school has made during the COVID-19 pandemic including efforts to ensure students had meals and technology. Some families participated in the school’s reopening committee and felt heard regarding the health and safety of the school’s plans for the 2020-21 school year.

Student Focus Group. For 2020-21, the Institute asks all schools facing renewal to convene a representative set of students for a focus group discussion regarding their experience with the remote/hybrid learning experience. The Institute convened students in a virtual environment. A representative set includes students with disabilities, ELLs, and general education students. The eight students in 6th – 12th grade present at the focus group expressed high levels of satisfaction with the school. Students conveyed the school’s high expectations for them and described multiple ways that the school supports them academically. They also shared that the school provides them with resources for online learning such as devices and office hours as well as opportunities for peer-to-peer interaction in and outside of the classroom.

Persistence in Enrollment. The Institute uses persistence in enrollment as an additional indicator of parent satisfaction. In 2019-20, 91% of Tapestry students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the Buffalo City School District or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Tapestry has an administrative structure that enables the school to implement key elements of the academic program envisioned by school leaders. Leaders work together efficiently through clearly defined leadership roles and shared responsibilities. The Compass leadership’s strong rapport is evident in the shared vision and care for the school community. School leaders are intentional about providing teachers and students with all the materials and resources needed to facilitate and access online teaching and learning.

Tapestry leaders have made notable improvements over the charter term by developing and implementing systems for curricular planning, coaching, at-risk programming, and school culture and discipline. For example, school leaders recently introduced a character and culture committee to meet students social and emotional learning needs (“SEL”) and to address behavioral concerns. Some of the initiatives include SEL classes, a mindfulness room, and restorative justice practices. The school also recognizes its expulsion history is relatively high compared to other charter schools. As a result, over the past three years, the school has reviewed its discipline procedures and moved to a more restorative justice approach to help reduce the number of expulsions.

The organization is reflective about its program and makes regular improvements to systems including data and assessment practices. Leaders consistently monitor and analyze the effectiveness of the academic programs and school leaders. During the remote learning period, leaders collect multiple data points to gauge family perceptions of the academic program and to measure the outcomes of school’s curricular programming. While the team has implemented some structures for holding teachers accountable for student achievement and academic growth, the school has the opportunity to improve its accountability processes for leader evaluations. The school has identified more formal leader accountability as an area of growth and continues to work on tightening the structures of its at-risk programming.

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL’S ACCOUNTABILITY PLAN GOALS?

SUNY RENEWAL BENCHMARK 2D

The Tapestry board works effectively to achieve the school’s Accountability Plan goals and oversee all aspects of the school’s program. Board members possess a variety of skills across fields including finance, Kindergarten – 12th grade education, and development. In alignment with the board’s overall priorities, members plan to increase racial and professional diversity on the board and improve academic capacity. Tapestry’s board establishes long term goals and priorities relying on a close working relationship with the school’s leadership team to monitor progress.

The board requests and receives the necessary information to provide rigorous oversight of the school’s program. Principals at each level of the school provide regular and substantive reports to the academic committee and full board regarding student achievement, non-academic data, and information affecting the broader school community. For example, leaders report on interim assessment results and student engagement metrics, as well as the challenges that families are experiencing due to the pandemic. In addition to these

presentations, the board references dashboards that provide the school's record of attainment of its Accountability Plan goals as well as trends regarding student discipline data and attendance.

Beginning in spring of 2020, the board established an equity and inclusion priority. It passed a resolution to hire an equity officer during the 2020-21 school year and tasked all leaders with incorporating these priorities into the fabric of the school. The board's equity committee meets monthly to monitor progress and will conduct a needs analysis. As part of the board's regular updates from school leadership and a review of data, board members and school leaders review disparities in achievement and non-academic data across various subgroups including race and ethnicity categories. The equity committee uses this information to inform further planning for its oversight. The board closely monitors hiring practices to develop goals for hiring more racially diverse faculty.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board effectively communicates with key contractors and school leadership to ensure partnerships deliver value to the program.
- The board takes effective action to address deficiencies and to ensure the school continues to develop and improve. During this charter term, the board began using more data to drive decisions, set goals, and strategically plan the school's progression. In addition to the data dashboard, the school leaders align regular reporting to priorities and to each site's work plan.
- The board's governance committee concentrates on its development and on-boarding of new members. The board is thoughtful as to the skill set, diversity, and school community representation on the board.
- Minutes reflect the board implements a comprehensive code of ethics and conflicts of interest policy in accordance with applicable law.
- Minutes also reflect the board regularly reviews and updates school policies.
- The school's complaint policy is clear to all stakeholders, and the board is transparent in its dealing with any complaints from the school community.

- The board holds meetings in accordance with the Open Meetings Law and meetings minutes are appropriately reflected in corporate records.
- The board has an active and ongoing relationship with legal counsel.
- The board and school leadership are a model for collaborative attempts with the district and other charter schools. While attempted collaboration is not always successful, the school should be commended for its continued efforts to work with the district and other charter schools in Buffalo to more broadly effectuate positive changes for the students of Buffalo.

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HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

- **Annual Reports.** Although the education corporation submitted its annual reports to the Institute and NYSED on time and posted portions of the annual reports on the school website in accordance with the charter and the Act, the school has not posted the most recent independent fiscal audits, which are a part of the annual report. The Institute will ensure compliance prior to the start of the next charter term.
- **By-laws.** The by-laws impermissibly indicate the chair appoints members to committees of the board as opposed to the board. The Institute will ensure the by-laws are amended appropriately.
- **Complaints.** The Institute did not receive any formal complaints regarding this school during the charter term.
- **Compliance.** The Institute issued one violation letter during the 2019-20 school year based on the school's failure to timely submit board meeting minutes and elements of the annual report. The school submitted outstanding items. The education corporation remains in compliance with timely submissions since the Institute issued the violation letter.

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FISCAL PERFORMANCE



10. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, Tapestry is fiscally sound, but the Institute is closely monitoring its finances. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.¹⁰

Tapestry is currently pursuing a multi-year intercept through NYSED in the amount of approximately \$750,000 related to a special education billing claw back from the Buffalo City School District. The claw back is a result of an error in the special education billing calculation formula used by the district. The claw back covers a period of seven years in which the district used the incorrect formula. Tapestry initially pursued this matter in state court, but the court directed Tapestry to NYSED. It is possible that the matter will return to court.

During the current charter term, Tapestry completed construction on a new building to house its elementary school program. The school plans to make capital improvements to the current middle and high school facility during the next charter term that will not only benefit the school but the entire Western New York community with the development of a campus including sport fields.

In response to the COVID-19 pandemic, Tapestry proactively budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with socially distanced in-person learning. The school anticipates that enrollment will remain steady but budgets conservatively to maintain continued financial stabilization.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Tapestry has adequate but limited financial resources to ensure stable operations. Tapestry employs clear budgetary objectives and budget preparation procedures.

- The budget process applies the financial expertise of key board members, as well as experiences learned as an operator, to a bottoms-up analysis and approach to determine the required resources needed for achieving the educational goals and outcomes of the school.

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- The projected five year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment as the school continues to serve Kindergarten – 12th grade. The school budget reflects historical costs associated with operating a Kindergarten – 12th grade program while undertaking facility projects.
- Tapestry currently serves Kindergarten – 12th grade in two privately owned facilities. The school completed a facility project that houses the elementary school program during the current charter term. Tapestry has plans to make capital improvements to the middle and high school facility campus during the next charter term. The existing facilities provide ample space for the school to implement its program for the next charter term.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Tapestry has a history of sound fiscal policies, procedures, and practices, and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual should be updated and reviewed on an ongoing basis.
- The most recent Tapestry audit report for June 30, 2020 had no material findings or deficiencies.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Tapestry complies with financial reporting requirements.

- The Institute and NYSED received the required financial reports on time, complete, and follow generally accepted accounting principles (“GAAP”).
- Auditors give Tapestry’s independent audits of annual financial statement unqualified opinions with no material advisory or management letter findings.
- The school has generally filed key reports timely and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the June 30, 2020 annual audit by the due date of November 1, 2020. The audit reports some fiscal weakening due to the drastic claw back by the local school district. The school remains compliant with all debt loan covenants.

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DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Tapestry maintains adequate financial resources to ensure stable operations.

- Since the school opened in 2001-02, the school reports operating surpluses as well as deficits, which were offset against the surpluses.
- Tapestry's fiscal dashboard in Appendix D reflects how the school dropped from adequate to needing monitoring with five months of cash on hand to pay liabilities coming due shortly.
- The school had total net assets of approximately \$2.4 million as of the June 30, 2020 audit. The Institute and the school monitor the fiscal situation closely and have confidence in stable and strong enrollment.
- Tapestry complies with all loan covenants related to facility debt financing.
- As a requirement of the SUNY charter agreement, Tapestry established the separate dissolution reserve fund account of \$75,000.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Tapestry is an academic success having met or came close to meeting its key Accountability Plan goals over the charter term. Therefore, the school’s plans for the future are reasonable, feasible, and achievable.

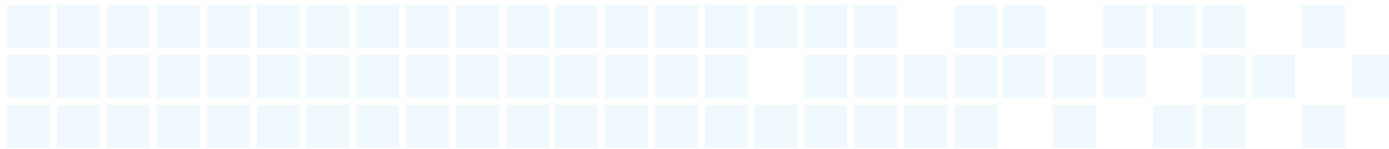
Plans for the School’s Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Tapestry will continue to implement the same core elements of its educational program that enabled the school to meet its key Accountability Plan goals in the current charter term. In addition to its core program, Tapestry plans to continue development on its diversity, equity, and inclusion work that began during the 2019-20 school year to ensure that all aspects of the school are culturally relevant and representative of the school’s diverse population.

Plans for Board Oversight & Governance. The board plans to maintain its current membership, structure, and operations throughout a subsequent charter term. While the board is not currently seeking to expand its membership, the board would like to include members in the future with expertise in academic programming.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Tapestry presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,070	1,090
Grade Span	K-12	K-12
Teaching Staff	105	113
Days of Instruction	180	180



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Albany, NY 12246

Tapestry currently serves Kindergarten – 12th grade in two privately owned facilities. The school completed a facility project that houses the elementary school program during the current charter term, and plans to make capital improvements to the middle and high school facility campus during the next charter term. The facilities provide ample space for the school to implement its program for the next charter term.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Tapestry

Ax

APPENDICES

PAGES Ax 1-14

SO^A
SCHOOL
OVERVIEW

PAGE Ax 1

PS^B
PERFORMANCE
SUMMARIES

PAGE Ax 6

DC^C
DISTRICT
COMMENTS

PAGE Ax 10

FD^D
FISCAL DASHBOARD

PAGE Ax 11

APPENDIX A: School Overview

TAPESTRY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Alfred J. Wright	Joyelle Hackett	Hilary Lochte
VICE CHAIR	Dr. James Cercone	Patrick Lewis
Luanne Firestone	Caroline Taggart	
TREASURER	Daniel Robertson	
C. Teo Balbach	Collin Gehl	
SECRETARY	Lindsey Dotson	
Joshua Feinstein	Daniel Pyne	
	Betsy Behrend	

SCHOOL LEADERS

Eric Klapper, Executive Director (November 2016 to Present)

Joy Pepper, Executive Director (2001-02 to October 2016)

ELEMENTARY

Jennifer Pangborn, Principal (December 2016 to Present)

Anthony Riccio, Interim Principal (September 2016 to December 2016)

MIDDLE SCHOOL

Lindsay Lee, Principal (July 2018 to Present)

Lindsay Lee, Interim Principal (May 2018 to July 2018)

Dan DiCamillo, 6-12 Principal (February 2017 to May 2018)

Ben Willis, Interim 6-12 Principal (August 2016 to February 2017)

HIGH SCHOOL

Sara Hilligas, Co-Principal (2018-19 to Present)

Frederick Carstens, Co-Principal (2018-19 to Present)

Sara Hilligas, Interim Principal (May 2018 to July 2018)

Dan DiCamillo, Principal (August 2016 to May 2018)

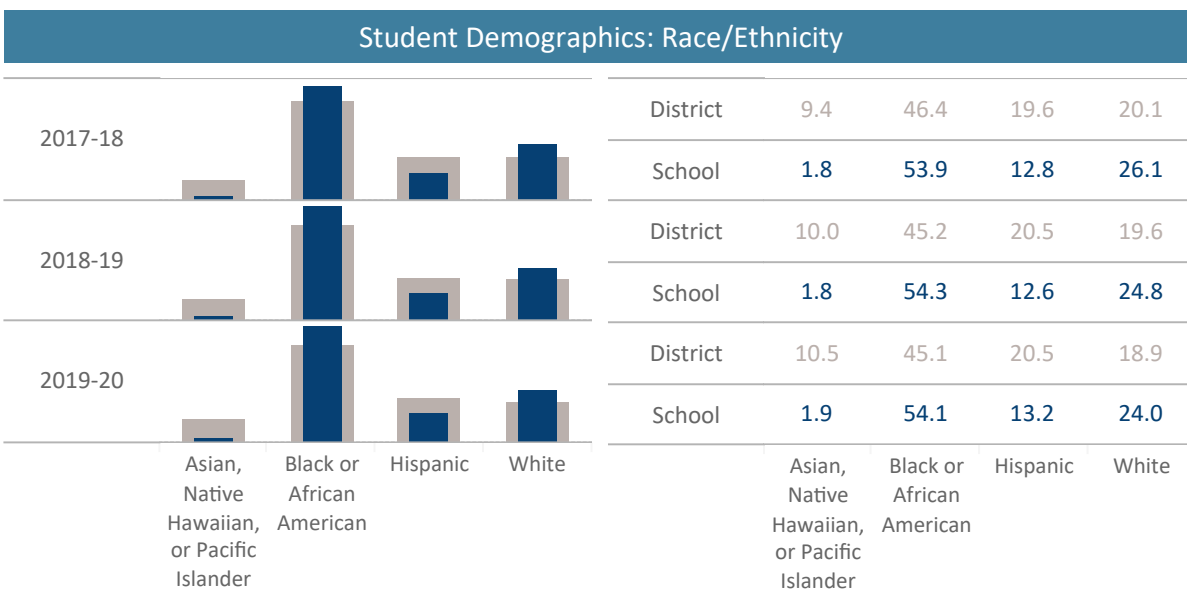
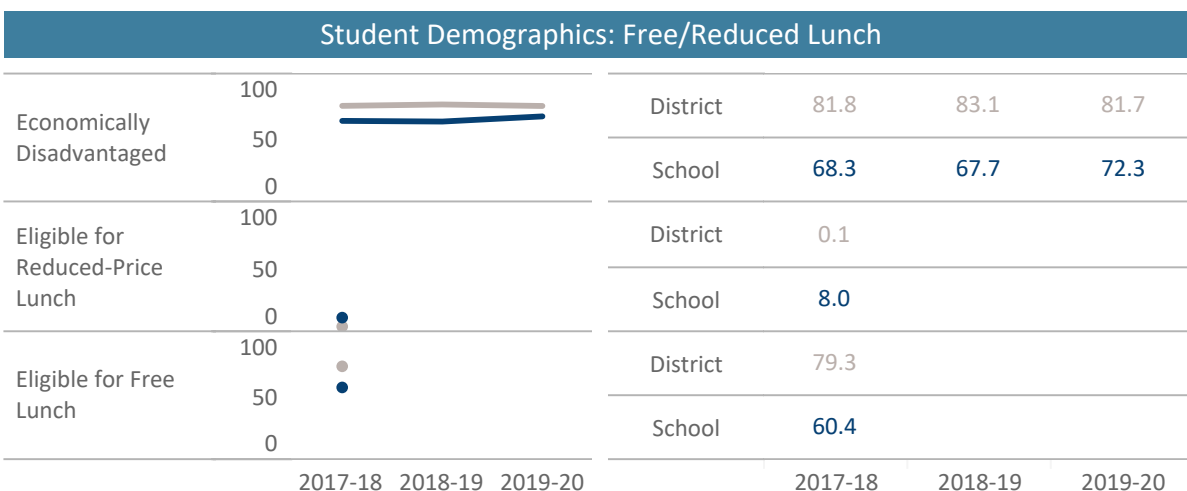
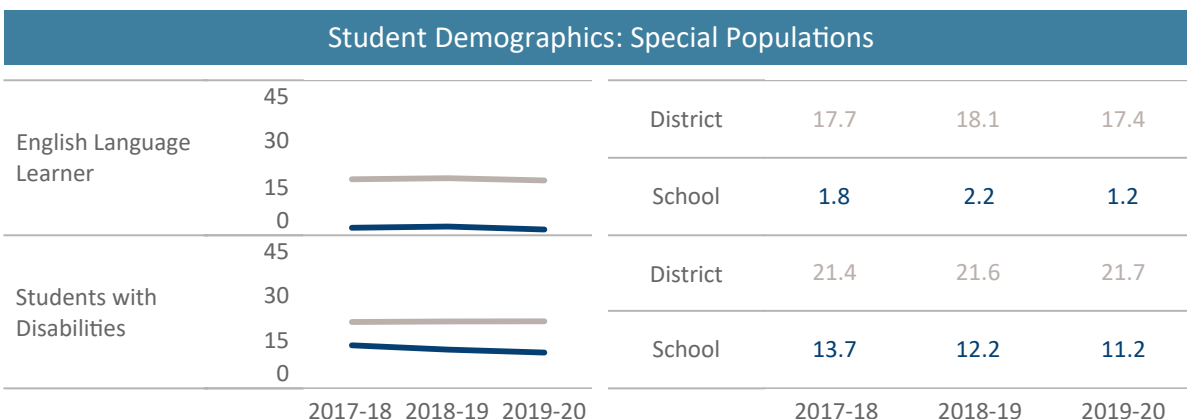
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	966	814	84%	K-12
2017-18	1,044	879	84%	K-12
2018-19	1,070	951	89%	K-12
2019-20	1,070	978	91%	K-12
2020-21	1,070	1,081	101%	K-12

APPENDIX A: School Overview

Tapestry Charter School

Buffalo City School District

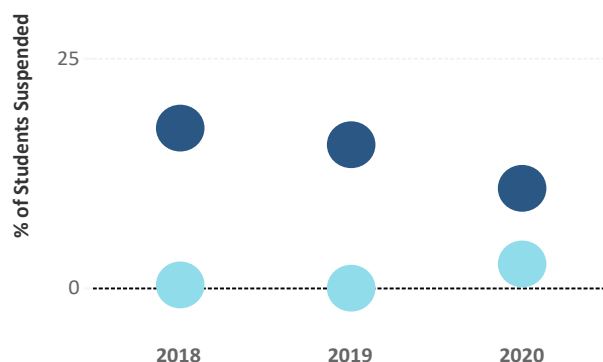


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

Tapestry Charter School

Buffalo City School District



	School ISS Rate	School OSS Rate
2018	0.6	17.6
2019	0.2	15.8
2020	2.8	11.0

District data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

2018	2019	2020
15	8	6

Tapestry Charter School's Enrollment and Retention Status: 2019-20

			Target	School
enrollment	economically disadvantaged		82.6	72.3
	English language learners		12.0	1.2
	students with disabilities		19.8	11.2
retention	economically disadvantaged		94.8	92.6
	English language learners		94.1	100.0
	students with disabilities		94.6	86.2

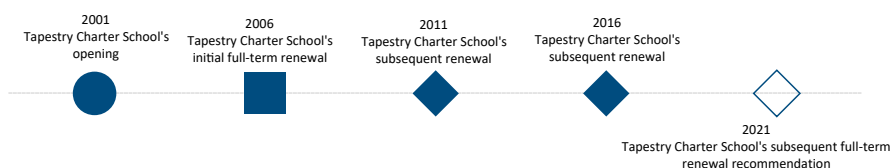
Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	SATISFACTION	COMMUNICATION	CORE VALUES
57%	97%	96%	99%

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2001-02	First Year Visit	May 29, 2002
2002-03	Evaluation Visit	May 15, 2003
2003-04	Evaluation Visit	February 10-11, 2004
2005-06	Initial Renewal Visit	June 16-19, 2005
2008-09	Evaluation Visit	May 5, 2009
2009-10	Subsequent Renewal Visit	April 10, 2010
2011-12	Evaluation Visit	December 13-14, 2011
2014-15	Subsequent Renewal Visit	March 24-25, 2015
2020-21	Subsequent Renewal Visit	November 30-December 4, 2020

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 30-December 4, 2020	Andrew Kile	Managing Director of School Evaluation
	Vickie Masséus	School Evaluation Analyst
	Keegan Prue	Director of Leadership Team Operations
	Sinnjinn Bucknell	Director of Performance and Systems

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Rigorous academics with real world learning;	+
Student, family and staff wellness;	+
Comprehensive, ongoing staff development;	+
Ongoing professional development;	+
Family and community engagement; and,	+
Shared leadership.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Tapestry Charter School

2016-17 Grades Served K-12				2017-18 Grades Served K-12				2018-19 Grades Served K-12							
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
3	45.7 (46)	46.5 (43)		3	49.0 (49)	53.5 (43)		3	41.2(51)	41.7(48)					
4	30.6 (49)	31.1 (45)		4	47.9 (48)	46.3 (41)		4	49.0(51)	50.0(44)					
5	42.3 (52)	51.9 (27)		5	30.1 (73)	38.6 (44)		5	27.6(76)	35.0(40)					
6	25.4 (59)	26.1 (46)		6	54.0 (63)	55.8 (52)		6	51.4(72)	49.2(65)					
7	38.2 (55)	42.6 (47)		7	29.8 (57)	31.7 (41)		7	35.7(70)	41.3(46)					
8	43.1 (58)	43.6 (55)		8	40.7 (54)	40.9 (44)		8	40.0(70)	43.8(48)					
All	37.3 (319)	39.5 (263)	NO	All	41.3 (344)	44.9 (265)	NO	All	40.3(390)	44.0(291)	NO				
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP					
3-8	115	111	YES	3-8	124	101	YES	3-8	117	105	YES				
Comparison: Buffalo City School District				Comparison: Buffalo City School District				Comparison: Buffalo City School District							
Grades	School	District		Grades	School	District		Grades	School	District					
3-8	39.5	17.8	YES	3-8	44.9	23.4	YES	3-8	44.0	24.7	YES				
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
3	58.8	45.7	42.7	0.19	3	53.8	49.0	53.5	-0.29	3	47.2	596.0	601.8	-0.87	
4	55.8	30.6	41.4	-0.69	4	65.4	47.9	45.1	0.15	4	51.9	600.0	600.1	-0.01	
5	63.3	42.3	32.8	0.65	5	55.0	30.1	38.0	-0.49	5	68.4	594.0	597.8	-0.53	
6	69.4	25.4	26.4	-0.06	6	64.2	54.0	46.5	0.46	6	55.6	599.0	598.9	0.02	
7	72.6	38.2	33.9	0.23	7	71.6	29.8	33.9	-0.23	7	67.9	598.0	597.9	0.01	
8	69.4	43.1	39.6	0.20	8	73.5	40.7	41.6	-0.04	8	65.4	594.0	598.5	-0.55	
All	65.3	37.3	35.8	0.09	All	63.6	41.3	42.7	-0.09	All	60.5	596.7	599.0	-0.31	NO
Grades	School	State		Grades	School	State		Grades	School	State					
4	42.3			4	41.8			4	49.9						
5	63.3			5	53.0			5	49.6						
6	62.9			6	52.8			6	53.6						
7	50.2			7	53.0			7	40.4						
8	62.8			8	49.3			8	38.4						
All	57.0	50.0	YES	All	50.3	50.0	YES	All	46.3	50.0	NO				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.															

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Tapestry Charter School

2016-17 Grades Served K-12					2017-18 Grades Served K-12					2018-19 Grades Served K-12									
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET						
Absolute Measure	1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	54.5 (44)	57.5 (40)		3	64.0 (50)	70.5 (44)		3	43.1 (51)	43.8 (48)							
		4	36.0 (50)	39.1 (46)		4	43.8 (48)	43.9 (41)		4	60.8 (51)	61.4 (44)							
		5	32.1 (53)	41.9 (31)		5	32.9 (70)	36.6 (41)		5	28.2 (71)	45.9 (37)							
		6	29.3 (58)	26.7 (45)		6	31.7 (60)	32.7 (49)		6	30.4 (69)	30.2 (63)							
		7	19.6 (51)	22.0 (41)		7	33.3 (54)	27.5 (40)		7	19.7 (66)	22.7 (44)							
		8	10.7 (56)	11.3 (53)		8	28.0 (50)	29.3 (41)		8	35.4 (65)	42.2 (45)							
		All	29.5 (312)	31.6 (256)	NO	All	38.3 (332)	40.2 (256)	NO	All	34.9 (373)	40.2 (281)	NO						
		Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP							
Comparative Measure	2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	3-8	93	109	NO	3-8	110	103	YES	3-8	103	107	NO						
		Comparison: Buffalo City School District				Comparison: Buffalo City School District				Comparison: Buffalo City School District									
		Grades	School	District		Grades	School	District		Grades	School	District							
		3-8	31.6	17.2	YES	3-8	40.2	21.0	YES	3-8	40.2	20.9	YES						
		Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
		3	58.8	53.3	48.2	0.30	3	53.8	64.0	56.6	0.46	3	47.2	594.0	602.4	-1.17			
		4	55.8	36.0	43.7	-0.47	4	65.4	43.8	45.5	-0.09	4	51.9	603.0	601.8	0.16			
		5	63.3	32.1	39.9	-0.46	5	55.0	32.9	45.8	-0.80	5	68.4	590.0	598.1	-0.92			
Growth Measure	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	6	69.4	29.3	32.7	-0.17	6	64.2	31.7	41.9	-0.60	6	55.6	595.0	601.2	-0.88			
		7	72.6	19.6	27.6	-0.39	7	71.6	33.3	33.8	-0.02	7	67.9	594.0	598.7	-0.50			
		8	69.4	10.7	16.1	-0.30	8	73.5	28.0	24.1	0.18	8	65.4	598.0	597.8	0.01			
		All	65.2	29.4	34.1	-0.26	NO	All	63.5	38.3	41.5	-0.20	NO	All	60.3	595.4	599.8	-0.56	NO
		Grades	School	State		Grades	School	State		Grades	School	State							
		4	48.9			4	39.2			4	46.0								
		5	49.8			5	43.5			5	42.5								
		6	57.1			6	43.5			6	46.5								
Growth Measure	5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	7	44.5			7	41.9			7	45.8								
		8	54.5			8	69.8			8	57.9								
		All	51.4	50.0	YES	All	46.9	50.0	NO	All	47.6	50.0	NO						

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Tapestry Charter School

High School Graduation

	2017-18			2018-19			2019-20		
	MET			MET			MET		
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2016 Cohort N	% Passing ≥ 3 Regents		2017 Cohort N	% Passing ≥ 3 Regents		2018 Cohort N	% Passing ≥ 3 Regents	
	81	61.7	NO	80	45.0	NO	81	91.4	YES
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2014 Cohort N	%	YES	2015 Cohort N	%	YES	2016 Cohort N	%	YES
	76	90.8		76	92.1		78	97.4	
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2013 Cohort N	% Graduating	YES	2014 Cohort N	% Graduating	NO	2015 Cohort N	% Graduating	YES
	78	94.8		76	92.1		76	94.7	
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: Buffalo			Comparison School District: Buffalo			Comparison School District: Buffalo		
	School	District		School	District		School	District	
	90.8	64.5	YES	92.1	64.7	YES	97.4	76.3	YES

College Preparation

	2017-18			2018-19			2019-20		
	MET			MET			MET		
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹	Graduate N	%		Graduate N	%		Graduate N	%	
	69	30.4	NO	70	54.3	NO	76	64.5	NO
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N	%	YES	Graduate N	%	YES	Graduate N	%	NO
	69	75.4		70	85.7		76	52.6	
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI	MIP	NO	CCCRI	MIP	YES	CCCRI	MIP	NA
	103	128		134	130		NA	NA	
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: Buffalo			Comparison School District: Buffalo			Comparison School District: Buffalo		
	School	District		School	District		School	District	
	103	101	YES	134	92	YES	NA	NA	NA

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: TAPESTRY CHARTER SCHOOL

English Language Arts

	2017-18		2018-19		2019-20	
	MET				MET	
Absolute	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%
	72	45.8	75	36.0	78	41.0
Leading	1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core).					
	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
Comparative	2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).					
	54	38.9	52	26.9	49	40.8
	3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.					
	Comparison District: Buffalo	YES	Comparison District: Buffalo	YES	Comparison District: Buffalo	YES
	4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed the PI of the district.					
	148	143	128	135	NA	NA

Mathematics

	2017-18		2018-19		2019-20	
	MET				MET	
Absolute	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%
	72	13.9	75	26.7	78	10.5
Leading	1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).					
	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
Comparative	2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).					
	60	13.3	42	21.4	51	7.8
	3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.					
	Comparison District: Buffalo	YES	Comparison District: Buffalo	YES	Comparison District: Buffalo	YES
	4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed the PI of the district.					
	110	101	119	103	NA	NA

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The Buffalo City School District held its required hearing on Tapestry’s renewal application on October 21, 2020 by videoconference. Tapestry’s leadership made a presentation to the board of education and then answered questions. There were no specific comments provided in support or opposition to the application.

APPENDIX D: Fiscal Dashboard

TAPESTRY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2001-02

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

2015-16	2016-17	2017-18	2018-19	2019-20
3,600,297	3,375,597	5,068,232	5,383,455	6,514,863
104,043	19,042	206,883	281,795	-
-	503,463	213,764	-	907,944
32,682	22,075	9,143	12,426	83,996
-	-	-	-	-
3,737,022	3,920,177	5,498,022	5,677,676	7,506,803
12,986,113	12,829,012	12,203,605	29,376,735	28,470,590
138,675	158,822	21,556,007	4,050,603	4,060,443
16,861,810	16,908,011	39,257,634	39,105,014	40,037,836

271,215	134,110	1,697,042	234,271	178,097
1,516,233	1,585,969	818,742	2,377,830	2,309,241
40,388	62,944	28,208	114,304	-
656,238	-	-	400,000	-
-	654,724	-	-	425,000
-	-	-	-	-
2,484,074	2,437,747	2,543,992	3,126,405	2,912,338
-	-	-	-	-
11,812,993	11,153,976	33,603,970	33,219,018	34,745,918
14,297,067	13,591,723	36,147,962	36,345,423	37,658,256

2,537,014	3,278,852	3,071,578	2,575,129	2,228,291
27,729	37,436	38,094	184,462	151,289
2,564,743	3,316,288	3,109,672	2,759,591	2,379,580
16,861,810	16,908,011	39,257,634	39,105,014	40,037,836

10,042,478	10,655,049	11,344,267	12,849,100	13,024,174
817,645	660,398	815,772	734,262	890,249

303,748	286,827	662,271	-	423,171
-	-	-	465,152	-
-	-	-	-	-
-	-	-	360,690	-
-	-	-	-	-
292,711	318,704	340,506	-	490,697
11,456,582	11,920,978	13,162,816	14,409,204	14,828,291

7,131,864	7,215,532	7,476,033	10,566,182	10,716,944
687,784	708,209	860,101	1,155,980	1,158,915
1,302,808	1,200,583	1,345,368	1,407,910	1,419,672
9,122,456	9,124,324	9,681,502	13,130,072	13,295,531
2,012,432	2,232,231	3,459,715	1,984,339	2,249,852
5,188	5,105	5,537	21,944	14,999
11,140,076	11,361,660	13,146,754	15,136,355	15,560,382

316,506	559,318	16,062	(727,151)	(732,091)
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229,944	18,367	9,975	43,920	175,247
18,064	19,086	4,882	11,379	5,455
162,489	154,774	(237,535)	321,771	171,378
-	-	-	-	-
410,497	192,227	(222,678)	377,070	352,080

11,869,845	12,103,498	12,939,480	14,714,906	15,138,544
(2,766)	9,707	658	71,368	41,827
11,867,079	12,113,205	12,940,138	14,786,274	15,180,371

727,003	751,545	(206,616)	(350,081)	(380,011)
1,837,740	2,564,743	3,316,288	3,109,672	2,759,591
-	-	-	-	-
2,564,743	3,316,288	3,109,672	2,759,591	2,379,580

APPENDIX D: Fiscal Dashboard

TAPESTRY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2015-16	2016-17	2017-18	2018-19	2019-20
1,082,193	922,772	918,316	728,793	927,307
4,251,455	4,939,091	5,235,926	6,318,706	6,581,900
614,859	701,129	799,007	689,115	709,077
-	-	-	-	-
5,948,507	6,562,992	6,953,249	7,736,614	8,218,284
955,076	963,302	983,521	572,965	614,724
687,829	713,420	605,675	1,257,815	1,283,816
-	-	-	-	-
1,038,056	484,141	1,653,471	1,635,578	-
55,591	57,811	66,691	109,376	90,275
350,754	463,848	500,166	564,069	601,106
14,398	19,331	28,024	15,244	17,532
113,624	350,040	404,769	363,956	367,383
666,476	679,205	780,120	1,263,704	1,403,622
1,309,765	1,067,570	1,171,068	1,617,034	2,963,640
11,140,076	11,361,660	13,146,754	15,136,355	15,560,382

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2015-16	2016-17	2017-18	2018-19	2019-20
848	966	1,044	1,070	1,070
848	966	1,044	1,070	1,070
821	814	879	951	978
K-12	K-12	K-12	K-12	K-12
-	-	-	-	-

Primary School District: BUFFALO CITY SD

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

2015-16	2016-17	2017-18	2018-19	2019-20
12,235	12,235	13,005	13,350	13,346
1.9%	0.0%	5.9%	2.6%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

2015-16	2016-17	2017-18	2018-19	2019-20
13,947	14,642	14,971	15,144	15,165
500	236	(253)	396	360
14,447	14,878	14,717	15,541	15,525

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

2015-16	2016-17	2017-18	2018-19	2019-20
11,106	11,207	11,011	13,800	13,597
2,456	2,748	3,941	2,109	2,316
13,562	13,955	14,952	15,909	15,913
81.9%	80.3%	73.6%	86.7%	85.4%
18.1%	19.7%	26.4%	13.3%	14.6%
6.5%	6.6%	-1.6%	-2.3%	-2.4%

% of Revenue Exceeding Expenses - GRAPH 5

Student to Faculty Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
8.3	7.5	7.3	8.6	9.9

Faculty to Admin Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
10.9	5.4	6.3	4.6	5.5

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2015-16	2016-17	2017-18	2018-19	2019-20
1.7	1.9	1.3	1.0	0.8
Fiscally Strong	Fiscally Strong	Fiscally Adequate	Fiscally Adequate	Fiscally Needs Monitoring

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.0)

2015-16	2016-17	2017-18	2018-19	2019-20
1,252,948	1,482,430	2,954,030	2,551,271	4,594,465
10.6%	12.2%	22.8%	17.3%	30.3%
1.5	1.6	2.2	1.8	2.6
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Good	Good	Good	Good	Good

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

2015-16	2016-17	2017-18	2018-19	2019-20
1.5	1.6	2.2	1.8	2.5
MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Good	Good	Good	Good	Excellent

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

2015-16	2016-17	2017-18	2018-19	2019-20
0.8	0.8	0.9	0.9	0.9
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Good	Good	Good	Good	Good

Months of Cash - GRAPH 8

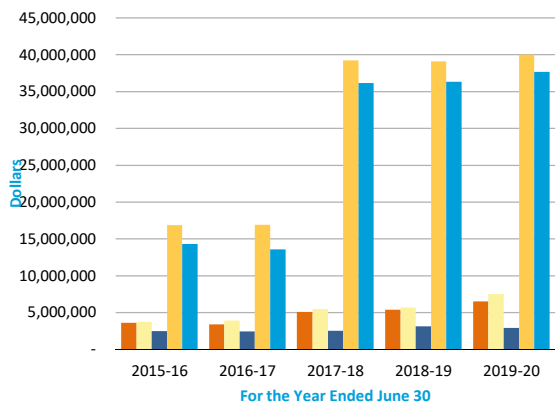
Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

2015-16	2016-17	2017-18	2018-19	2019-20
3.9	3.6	4.6	4.3	5.0
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

APPENDIX D: Fiscal Dashboard

TAPESTRY CHARTER SCHOOL

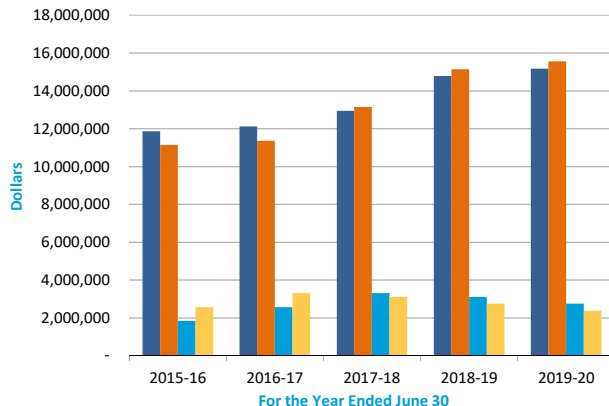
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

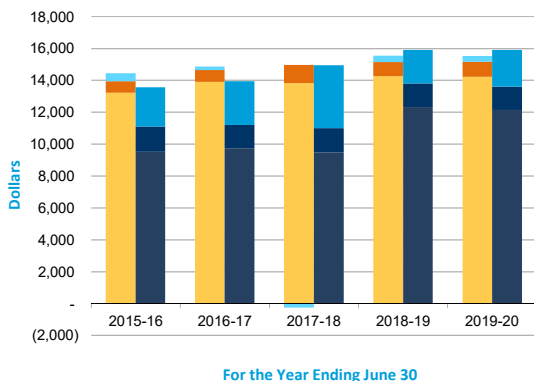
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

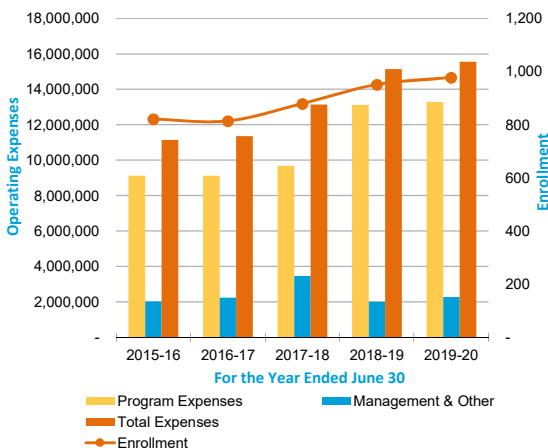
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Support ■ Rev. - Other Operating ■ Exp. - Reg. & Special ED ■ Exp. - Other Program ■ Exp. - Mngmt. & Other

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



■ Program Expenses ■ Total Expenses ■ Management & Other ■ Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

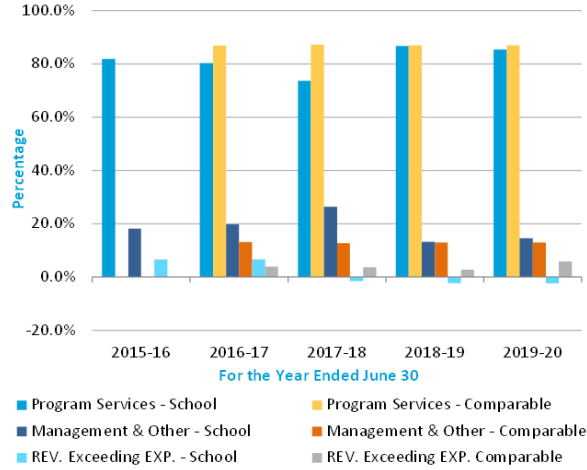
APPENDIX D: Fiscal Dashboard

TAPESTRY CHARTER SCHOOL

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

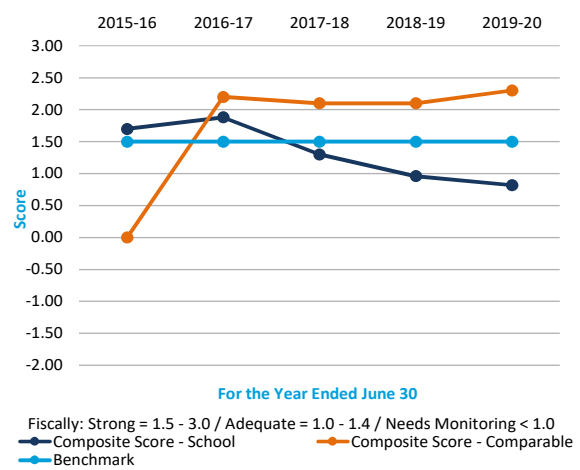
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

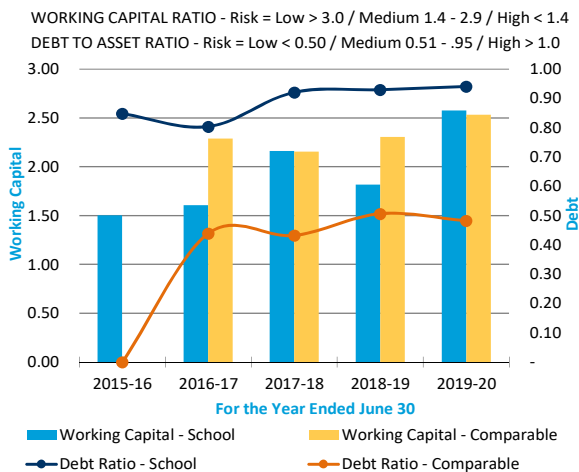
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

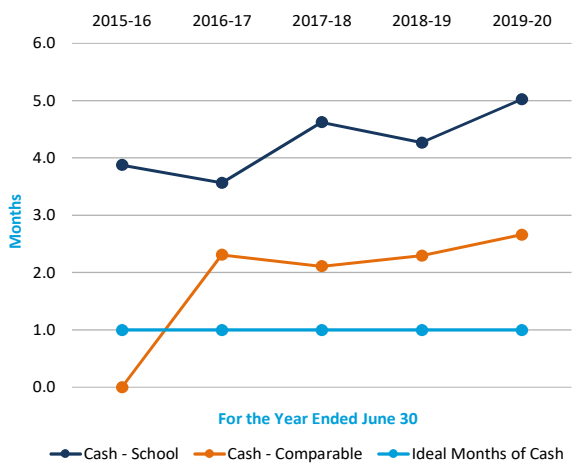
Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

