



**TAPESTRY  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Lynn Bass, High School Principal, Jack Turner, K-8 Principal and Joy Stanli Pepper, Executive Director, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

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

## INTRODUCTION

Tapestry Charter School's Mission is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences that prioritize intellectual, social and emotional growth. Our Vision has evolved since we began in 2001 but our goals have remained the same. We want Tapestry to be a vibrant sustainable school that empowers learners and leaders to make a positive impact in our community and beyond. One of the goals of the founders in creating the educational philosophy of Tapestry was to see how great an impact we could have on the educational landscape in Buffalo. Our involvement with the local charter schools network, sharing best practice and providing guidance and support as well as our educational partnerships demonstrate our success with that important goal.

Our partnership with Expeditionary Learning (EL) Schools has helped guide our focus on becoming a model K-12 EL School. Our fidelity to the EL core practices, commitment to professional development and our curriculum and culture work have been recognized by the National Expeditionary Learning organization and in 2013-14 we became one of 20 Mentor Schools in the EL network of 166 school nationwide. We are currently engaged in EL's Credentialing process, which is a required performance indicator for Mentor Schools.

At Tapestry, Learning Expeditions at each grade level are arts integrated and meet the Common Core Standards in each academic subject area. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students.

A vibrant, caring culture for students and staff is achieved through our emphasis on the core values of Perseverance, Integrity, Respect, and Responsibility.

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

Our model of education led to us being named a Professional Development School for the Canisius College School of Education in 2008. Tapestry along with Canisius professors has developed a unique student teaching model for candidates K-12. Several Tapestry teachers teach part of the education courses required by Canisius. As our program has expanded many of these teaching candidates have been hired at Tapestry as teaching assistants as they begin their careers.

Since opening as a K-4 program in 2001, Tapestry has grown one grade per year until we became a complete K-12 school in 2010. Our current enrollment of 840 students in grades K-12 reflects the demographics of the city of Buffalo, 33%are white, 61 % are African American or Hispanic /Latino.

Our increased ESL population is reflective of the growing number of new immigrants in our city.

In the fall of 2011, the K-8 and High School joined together in a new facility. With the addition of 130 new students, 20 new teaching staff, the implementation of Expeditions to the K-4 program and new Common Core Standards these past few years have created new challenges for our community. In 2012-13 the leadership team developed a three road map to layout the growth strategy for all aspects of our program. As academic program results have not attained our goals, financial and staffing considerations have changed some of our focus.

In the fall of 2014 Tapestry's leadership team and board of trustees hired a facilitator to lead us through the development of a strategic plan for the next 3-5 years. We focused on four keys areas Strong and Effective Board Governance, Finance and Operations, Tapestry Impact and Student Growth.

One aspect of this work resulted in a new growth plan focused on providing a better academic program for middle school students who eventually would become our HS cohort.

When the program expanded to 52 students per grade at the lower school, it was projected that more students would be promoted from Tapestry's 8th grade program, into our High School. In fact, in the fall of 2014, from the first class of 52 8th graders we had 39 of them in the incoming 9th grade class of 84. We have to date successfully graduated five classes of college bound seniors.

The main objective is for Tapestry to better meet the goals set forth in our Accountability Plan K-12. This was an important time to once again reexamine the way we deliver instruction as the Common Core impacts our curriculum. Our professional development plan, hiring and reassignment of resources will all reflect these new goals.

Eventually we will need to expand our facilities or move the High School to another location to support a growth plan K thru 8th grade. All of this involves a more active board and a very focused leadership team.

The goals for the all of us at Tapestry are to create a dynamic educational environment that can easily respond to the changing New York State educational criteria that continue to impact our educational model.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	52	52	52	26	26	52	52	26	26	82	82	82	80	690
2012-13	52	52	52	52	26	52	52	52	26	82	82	82	82	744
2013-14	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2014-15	52	52	52	52	52	52	52	52	52	84	84	84	84	804

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts (K-8 program)**

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

#### **Background**

Tapestry's English Language Arts curriculum emphasizes reading and writing across the content areas. All teachers in grades K-8 deliver ELA and literacy instruction at the aligned to the Common Core.

In 2014-2015 grades 3-8 implemented a blend of school and teacher developed curriculum and New York State [NYS] ELA modules. This curriculum was aligned to the CCLS and documented in the Tapestry Standards Targets assessment planner. Students were assessed using both teacher created assessments and assessments from the NYS ELA Modules. In addition to classroom assessments all students in grades 3-8 were administered the Scholastic Reading Inventory (SRI) three times during the year. This was used as a universal screening tool to track student growth. Utilizing this data as well as other inputs students were eligible for Tier III literacy provided by three Literacy Specialists.

In 2014-2015 grades K-2 implemented a blend of school and teacher developed curriculum and a balanced literacy approach to foundational literacy skills. In addition to a block of content with embedded literacy each day, students participate in daily Tier II literacy groups. Decisions for enrollment in these groups are made by teachers and staff utilizing assessment data, particularly from Fountas and Pinnell Benchmark Assessments. These groups provide all students one hour of small group literacy instruction at their individual level of need. Teachers engage students in Guided Reading, Words Their Way phonics and independent reading practices. These groups change based on student progress quarterly.

Professional development for ELA in 2014-2015 focused on leveraging assessments and data through a Data-Driven Instruction [DDI] approach. Staff focused on writing high quality CCLS and NYS assessment aligned assessments. Embedded in this professional development experience was decomposing standards, and improving our internal assessment of these standards. The next step of DDI at Tapestry was creating item analysis based on results from these assessments. These documents allow staff to clearly identify individual, small group and whole class strengths and weaknesses across standards within their current units of study.

#### **Important Changes**

In 2014-2015 Tapestry put three new certified ELA teachers into support positions. Two were partnered with Science and Social Studies teachers to help embed literacy into those classes. One was used to create smaller class sizes in the middle school. The addition of this third ELA teacher in the middle school allowed for class sizes to be reduced from 26 to 19.

Tapestry also added a third Literacy Specialist in 2014-2015. This staff member focused on K-4 students, pulling both Tier II and Tier III groups of students based on relevant assessment data.

**Goal 1: Absolute Measure (K-8)**

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

**Method**

The school administered the New York State Testing Program English Language Arts assessment to students in 3rd through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	48	2	0	0	53
4	49	1	0	1	52
5	44	1	0	0	52
6	50	0	0	0	52
7	46	3	0	0	52
8	45	0	0	0	53
All	282	7	0	1	314

**Results**

The percentage of Tapestry Charter School students who were in their second year earning proficient scores on the NYS ELA assessment was within the range 10.6% to 39.6%. Overall 26.8% of Tapestry Charter School students in at least their second year earned a proficient score.

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2014-15 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39.6	48	39.6	48
4	24.5	49	27.3	44
5	25	44	23.5	34
6	10	50	10.6	47
7	21.7	46	23.3	43
8	31.1	45	36.4	33
All	25.2	282	26.8	249

### Evaluation

Tapestry Charter School students earned scores below the accountability goal of 75%. The reader is asked to consider that this measure with an aim of 75% proficient was a goal from 2001, when the assessments and learning standards were different. Additionally, in the years from 2001-2010 TCS exceeded this measure. When NYS adopted the CCLS and redrafted assessments to align with them, while implementing new cut scores to determine proficiency, Tapestry, as well as schools across the state--including our local district--saw sharp declines in percentage of students who are proficient. However, at Tapestry, 26.8% of students in at least their second year earned a proficient score. This is 14.9% above the Buffalo Public Schools' average of 11.9%. Tapestry's proficiency rate of 26.8% also demonstrates a nearly 5% growth in this same measure last year.

When compared to other charter schools in the Western Region of New York State, Tapestry's proficiency rate of 26.8% is the second highest percentage among schools who administered the assessment grades 3-8. Tapestry's proficiency rate of 26.8% is also 7.5% higher than the Aggregate Percent Proficient of these schools.

The growth demonstrated reflects positive changes to Tapestry's ELA program in the 2014-2015 school year. These include additional Literacy Specialist grades K-4, the reduction of class sizes in the middle school and the supplementing of Tapestry's ELA curriculum with the NYS ELA Modules in grades 3-8. Additionally the DDI professional development with a focus on decomposing and assessing standards contributed to the students' proficiency rates.



## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	37	48	27	48	39.6	48
4	29	21	16	43	27.3	44
5	32	19	17	18	23.5	34
6	30	43	20	40	10.6	47
7	24	38	22	45	23.3	43
8	35	20	30	46	36.4	33
All	31	189	22	240	26.8	249

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

### Results

Tapestry earned a PLI of 87.3. The AMO for 2014-2015 was 97.

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
282	37.9	36.9	17.4	7.8

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36.9 & + & 17.4 & + & 7.8 & = & 62.1 \\
 & & & & 17.4 & + & 7.8 & = & \underline{25.2} \\
 & & & & & & \text{PLI} & = & 87.3
 \end{array}$$

#### Evaluation

Tapestry Charter School earned a PLI of 87.3. Although Tapestry did not meet this measure, this is another measure in which Tapestry showed growth. Tapestry's PLI in the 2013-2014 school year was 77, 10 points lower than the 2014-2015 results. At each benchmark, positive trend emerges. There are fewer students grades 3-8 scoring at a Level 1 and Level 2 than last year. Additionally there are more students scoring at Level 3, with a near doubling of students scoring a Level 4. These exciting results indicate positive trends that we anticipate to continue in the 2015-2016 school year as proficiency climbs at Tapestry Charter School. If this years' growth continues in 2015-2016 school year, Tapestry's PLI would increase by 10.6 and exceed the AMO.

#### Goal 1: Comparative Measure

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

#### Method

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

#### Results

Tapestry Charter School greatly outperformed the home district at five of the six grade levels tested and the overall performance of the home district by 14.9 percentage points.

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

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	39.6	48	12	2,165
4	27.3	44	13.6	2,141
5	23.5	34	10.8	2,151
6	10.6	47	11.0	2,152
7	23.3	43	10.2	2,082
8	36.4	33	13.6	2,053
All	<b>26.8</b>	249	<b>11.9</b>	12,744

**Evaluation**

Tapestry met this measure by outperforming the local district in grades 3-8. Overall, Tapestry students outperformed Buffalo Public students by 14.9 percentage points. This is consistent with past performance – in 2014 and 2013 Tapestry students outperformed the Buffalo Public School students by 20 and 10 percentage points, respectively. Excluding 6th grade, Tapestry outperformed Buffalo Public School students by more than double in 3<sup>rd</sup> grade, and 8<sup>th</sup> grade Tapestry students outperformed their district peers by triple.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	37	12	27	13	39.6	12.0
4	29	10.7	16	15	27.3	13.6
5	32	9.8	17	9	23.5	10.8
6	30	12.3	20	10	10.6	11.0
7	24	10.5	22	11	23.3	10.2
8	35	13.5	30	14	36.4	13.6
All	31	11	22	12	26.8	11.9

## Additional Evidence

The table below shows Tapestry Charter School's performance against other charter schools within the Western Region of New York State that are considered "high-performing," with similar demographics and/or have recently had their charter renewed. We ask the reader to consider the additional evidence below. Tapestry has a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State; Tapestry outperforms the comparative schools in four of the six grade levels.

**2014-15 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39.6	48	13.7	73	17.9	134	29.7	91
4	27.3	44	21.1	76	31.5	130	24.2	91
5	23.5	34	10.8	74	14.2	120	13.0	69
6	10.6	47	13.3	75	10.1	159	11.6	69
7	23.3	43	6.8	74	6.5	169	15.9	69
8	36.4	33	16.0	75	6.8	133	26.3	57
All	26.8	249	13.6	447	14.0	845	20.3	446

### Goal 1: Comparative Measure

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

### Method

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

performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. In 2013-2014 Tapestry earned an overall effect size calculation of -0.65.

The reader is asked to consider that unlike other measures in this Accountability Report, this data is not from the most recent academic year in which Tapestry has shown growth on all measures. This data is taken from two school years previous, when data was trending in the opposite direction.

### **2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	45.3	52	25	35.4	-10.4	-0.79
4	51.0	50	16	33.4	-17.4	-1.29
5	67.9	51	10	24.3	-14.3	-1.09
6	61.5	46	20	24.9	-4.9	-0.35
7	53.8	48	23	27.8	-4.8	-0.31
8	61.2	51	30	30.3	-0.3	-0.02
All	56.7	298	20.7	29.5	-8.8	-0.65

#### **School's Overall Comparative Performance:**

***Lower Than Expected***

## Evaluation

Tapestry Charter School did not meet the measure. We ask the reader to again consider the data outlined in the above chart is from the 2013-2014 chart. **In 2014-2015 proficiency rates grew at 4 of the 6 grades tested. 3<sup>rd</sup> grade grew from 25 to 39.9 percent proficient. 4<sup>th</sup> grade grew from 16 to 24.5 percent proficient. 5<sup>th</sup> grade grew from 10 to 25 percent proficient. 8<sup>th</sup> grade grew from 30 to 31.1 percent proficient.** Additionally, when looking at grade level cohorts, there are promising results. The 2013-2014 4<sup>th</sup> graders scored 16%, but as 5<sup>th</sup> graders in 2014-2015 they scored at 25%, an increase of 9%. Likewise the 2013-2014 7<sup>th</sup> graders scored at 23%, but at 8<sup>th</sup> graders in 2014-2015, the scored at 31.1%. This is an 8.1% increase. These results indicate Tapestry

Charter School will show growth towards achieving the Comparative Performance by Grade Level by bringing the Effect Size closer to 0.3.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	42.9	204	61.3	59.6	0.42
2012-13	3-8	56.5	250	26.0	28.6	-0.19
2013-14	3-8	56.7	298	20.7	29.5	-0.65

#### Goal 1: Growth Measure<sup>4</sup>

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

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>5</sup>

#### Results

Tapestry had an overall Mean Growth Percentile of 50.3. Most notably, grades 7 and 8 were above the Statewide Median of 50.0.

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

### **2013-14 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	44.0	50.0
5	43.2	50.0
6	44.8	50.0
7	64.0	50.0
8	56.0	50.0
All	<b>50.3</b>	50.0

#### **Evaluation**

Tapestry Charter School met this measure. Tapestry has met this measure two of the last three years of the Charter period, and based on the positive results from 2014-15, fully expect to exceed the state-wide median again.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Median
4		38.8	44.0	50.0
5		48.3	43.2	50.0
6		51.2	44.8	50.0
7		51.8	64.0	50.0
8		50.7	56.0	50.0
All	52.8	49.0	50.3	50.0

#### **Goal 1: Optional Measure**

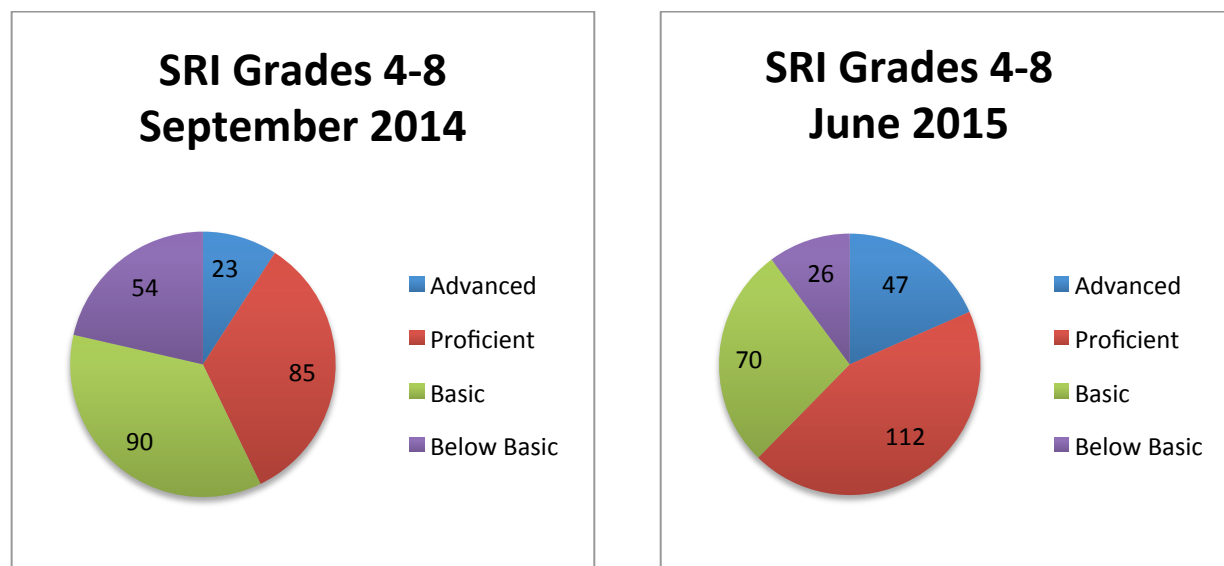
Each year, 75% of students in grades 4-8 will score at “Basic” or above on the norm-referenced test *Scholastic Reading Inventory*.

#### **Method**

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *Scholastic Reading Inventory*. Students in grades 4-8 are administered this assessment three times a year. The results are used to inform decisions about student enrollment in Tier II and Tier III Literacy Interventions, student groupings, and instructional decisions.

<sup>6</sup> Grade level results not available.

## Results



The above tables highlight the student performance on the *Scholastic Reading Inventory* in grades 4-8 in September 2014 and again in June 2015. Tapestry met the goal in June 2015 with 90% of students testing at “Basic” or above. Additionally, 62% were assessed at “Proficient” or “Advanced”.

### Evaluation

In September of 2014, 21% of students in grades 4-8 assessed using the *Scholastic Reading Inventory (SRI)*, scored at “Basic”. By the following June, only 10% of students assessed scored at the “Basic” level, a reduction of 11%. Additionally, in September, 9% of students in grades 4-8 assessed at the highest level, “Advanced”. By the following June, 18% had reached this benchmark—twice as many as the previous testing period.

### Summary of the English Language Arts Goal

Tapestry did not meet the Absolute measure of 75% of students in at least their second year performing proficient on the NYS ELA exam for grades 3-8. Tapestry missed achieving the Comparative measure of an Effect Size of 0.3. Tapestry did achieve the Comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Tapestry did not achieve the Absolute measure of meeting the AMO set forth by the state’s NCLB accountability system. Tapestry did meet the Growth goal of the mean unadjusted percentile in ELA for all tested students when compared to the state’s median growth percentile. Additionally, Tapestry met its Optional goal of having 75% of students in grades 4-8 score above a “Basic” benchmark on the *Scholastic Reading Inventory*.



Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Optional	Each year, 75% of students in grades 4-8 will score at "Basic" or above on the norm-referenced test <i>Scholastic Reading Inventory</i> .	Achieved

## Action Plan

### **K-4 Classrooms: Multi-Grade to Single Grade Level**

In the previous charter period, students were enrolled in multi-age classes across two years of ages/grades. This caused teachers to teach two sets of standards to students.

In 2014-2015, Tapestry shifted away from multi-age instruction to single grade level classrooms. Rather than asking Tapestry K-4 teachers to plan curriculum and instruction across two grade levels of standards, we now have the opportunity for teachers to develop expertise within one set of grade level standards.

### **5-8 Classrooms: Multi-Grade to Single Grade Level**

In the previous charter period, middle school teachers were assigned two grade levels. This created a structure in which teachers and students straddled standards across grades in a single year. In classrooms, students typically enrolled in 5th grade would be learning and working through both 5th and 6th grade standards—in some cases, out of the necessary sequential order.

In the 2015-16 school year, additional staff members have been hired to create consistent, grade-level teams. There are now individual teachers for each of the core subjects (ELA, Math, Science, Social Studies) at every grade level. The additional staffing allowed for the creation of a master schedule which provides grade level common planning everyday, a structure absent from the

schedule at times during the previous charter period. Research into best practices indicates that common planning time for teachers is a structure that yields positive outcomes for student achievement.

This increase in staffing has also allowed for a reduction in class size, from 26 to 20-21 students. A class size of 20-21 qualifies as a “small class size,” which is a best practice in education, yielding positive outcomes for students. The overall student load on a teacher also reduced from 104 to 62, allowing teachers to better focus on the needs of the students in their individual grade level.

### **K-2 ELA: Tier One**

In the previous charter period, Tier One Literacy occurred in a 60-minute block on the master schedule.

In the 2015-16 school year, Tier One Literacy has increased by 75 minutes each day, or an anticipated 13,500 minutes over the course of the year. By keeping the 60-minute Literacy block, adding a 15-minute read aloud period, a 30-minute writing period, and a 30-minute Phonics/Word Study period, we have more than doubled the time spent on foundational literacy practices for students in the earliest and most impactful stages of literacy development.

### **5-8 ELA: Tier One**

In the 2014-15 school year, three staff members taught the four middle school grades. This staff structure allowed for a decrease in the total number of students on teachers’ loads but still caused teachers to straddle two grade levels of standards.

In the 2015-16 school year, the additional hiring and creation of grade level teams allows for a consistent, small class size of 20 students, down from the original program design of 26, a total student-load of 62, down from 104, and the opportunity for teachers to focus on and become experts in one grade level set of standards.

In the 2015-16 school year, Tapestry is undertaking curriculum shifts in ELA. Teachers will be using the NYS ELA Modules as the foundation of the curriculum, supplementing on an as needed basis according to student achievement data throughout the year. The curriculum shifts are being supported by the professional development wing of our national partner, *Expeditionary Learning Schools*. Teachers in grades 3 and 4 along with 5-8 ELA staff will be participating in 3 professional development and coaching cycles with the intention of assisting teachers to implement the modules with the greatest effectiveness.

### **5-8 ELA: Tier Two**

In the 2015-16 school year, the master schedule allows for one 49 minute intervention block, everyday. During this time, Tier Two Literacy instruction will be administered by the grade level ELA teacher to small groups of students, either two-days per week or three-days per week, depending

upon the student level of need. Additionally, the new structure allows for a greater flexibility in enrollment of students into Tier Two or Tier Three Literacy with a greater responsiveness to student need throughout the year. As students make gains or show additional signs of struggle, they will have opportunities to un-enroll in Tier Two or enroll in Tier 3 Literacy support.

### **5-8 ELA: Tier Three**

In the 2014-15 school year, limitations in the master schedule created some class sizes of 15-20 for Literacy Support taught by the Middle School Literacy Specialist.

In the 2015-16 school year, the master schedule allows for a 49 minute intervention period, everyday. This structure has decreased class size in Tier Three from 15-20 to 5 students. During this period, the Literacy Specialist will work with the 5 most at-risk students. Again, the new structure allows for a greater flexibility in enrollment of students in Tier Three Literacy with a greater responsiveness to student need throughout the year. Previously, students were enrolled in Literacy throughout the year, regardless of gains made. Now, as students make gains, they will have opportunities to unenroll in Tier Three and enroll in Tier 2 Literacy support. We have increased both the access and responsiveness of our RTI program for students.

### **Data Driven Instruction**

Tapestry has begun a Data Driven Instruction (DDI) rollout, K-8. We are shifting our focus more closely towards aligning instruction to help students become proficient in the skills and knowledge required by the CCLS. While the standards have been present in our curriculum and instruction through the “Standards-Target-Assessment” planner in the past, they have not been the major driver of instruction.

Using assessment data will allow teachers to have an accurate snapshot of student mastery levels on standards. This demystifies for teachers what to teach next, why and how. Teachers can begin to plan instruction on precisely what students need to achieve mastery for each of the standards in their curriculum. The DDI process also allows teachers to examine both NYS and classroom assessments and data more carefully to understand the impact they will have on their own assessment and instructional practices.

Teachers in grades 3-8 have received professional development on creating CCLS aligned interim assessments and have begun the process of assessment building, relying on assessments found in both the ELA and Math Modules from NYS.

Next steps include the analysis of the student achievement data on these assessments as well as the development of action plans based off this analysis utilizing the software package e-Doctrina, a structure that has shown success at Tapestry High School.

## **Coaching & Support for Teachers**

In the 2015-16 school year, Tapestry teachers will benefit from a major shift in resources towards coaching and instructional support. Three new positions have been created and roles have been redefined to increase the amount of feedback teachers receive on planning and instruction. Additionally, the K-8 Assistant Principal's role has been redefined to include a focus on K-4 Literacy, providing coaching for teachers and oversight of curriculum and instructional shifts. The K-8 principal will be providing coaching for middle school teachers on both planning and instructional practices. Tapestry's national school partner, *Expeditionary Learning*, is providing professional development and coaching for teachers in grades 3 and 4, as well as Middle School ELA teachers, in three cycles throughout the year on increasing the effectiveness of the delivery of the NYS ELA modules.

### **Goal 1: English Language Arts (High School)**

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

#### **Goal 1: Absolute Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(§)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## **Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>7</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

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<sup>7</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

## Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in the first entering class, forty-six (46) students, or 92 percent, passed the New York State English Regents exam by their fourth year. In the years that followed, with cohort groups rising in number to, eventually, eighty students, the percentage reaching Level 3 with a passing score of 65 has remained similar, while the percentage of students reaching the former Level 4 score of 85 remained in the range of approximately 25 percent. The results during the starting years of Tapestry met and safely exceeded the ELA Absolute Measure goal of 75 percent passing.

Now that attention is drawn to a new cut score measuring college and career readiness at 75, the satisfaction with a passing rate at a cut score of 65 is diminished. The updated achievement goal is to have at least 65 percent of students earning scores of 75 or better. If a score of 75 was the cut score for the cohorts of 2008, 2009, and 2010 the results of 49 percent, 49 percent, and 55 percent, respectively, fall short of the goal. The 2011 cohort, reaching 55 percent college and career readiness, shows consistent advancement toward the goal of 65 percent.

**English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>8</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	80	89/49
2010	71	87/55
2011	77	94/55

## Evaluation

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

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

With new information about the higher standards, there has been an increase in students’ motivation to aim for a score of at least 75 and to re-take the exams as necessary. The percentage

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

reaching 75 has steadily increased, from 38 percent in the 2007 cohort to a current level of 55 percent. Careful twice-yearly administration of the Scholastic Reading Inventory (SRI) at all grade levels provides relevant information for students, families, and staff so that interventions can be effectively targeted for struggling students. It must be noted that school staff are, of course, honest with students that a score of 65 continues to earn them the same diploma as a score of 75 or better.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			83	82/49	77	94/55
2012					81	84/49
2013					NA	NA
2014					NA	NA

### **Additional Evidence**

Acknowledging that higher standards are essential for our students' success, throughout the 2014-2015 year, professional development continued to be directed toward full staff engagement in the promotion of students' literacy skills, with guidance emerging from the Common Core initiatives. In 2012-13 Tapestry High School had been included in a yearlong grant from the National Writing Project with Canisius College, which included many days of paid training for ELA staff. The teacher driven group produced an impressive school-wide plan and supporting materials designed to improve teaching practices related to written language skills. A handbook of priorities for written work was distributed to all teachers emphasizing a unified effort in the teaching of writing. This tool was distributed to all students and was used as an instructional resource in English courses, while it was also referenced in every course with written requirements. As a result, Tapestry has seen gains in writing across the curriculum, evidenced primarily in regard to the most recent results on the Global Regents exam.

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

#### **Goal 1: Absolute Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and

career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER**

## Method

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

## Results

Of the students in the 2011 cohort whose records from the 8<sup>th</sup> grade language arts exam were available, fifty-eight had scored below proficiency level. Of those fifty-eight students, fifty-three (53), or 91 percent, passed the English Regents with a score of 65. Twenty-seven (27), or 47 percent, reached the college and career readiness standard of 75. Although 47 percent would be below the advanced cut score, a substantial number, 91 percent, have achieved a passing score, and nearly half, 47 percent, achieved college and career readiness, indicating an impressive gain over four years of instruction.

### **English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	10	90/40
2010	46	87/47
2011	58	91/47

## Evaluation

Referencing the old Regents standard of 65, results for the 2011 cohort continued to exceed the goal of 75 percent proficiency for students who entered high school with deficient eighth grade ELA skills. The growth in literacy skills from elementary through high school years is encouraging.

When referencing the new standard, the goal of 65 percent reaching a score of 75 or better was not reached, as the percentage has remained the same from last year. As noted previously, the cohorts of 2010 and 2011 have lacked strong motivation for working hard to retake the exam in order to raise what is still a sufficient passing score for them to earn a Regents diploma by the state's own definition.

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

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

### **Additional Evidence**

The 2012 cohort has achieved 84 percent above 65 and 49 percent reaching a score of 75 or better. Continuing efforts to increase literacy instruction across the curriculum have resulted in an increase of percentage passing and reaching college and career readiness over the previous cohort. The 2011 cohort achieved 82 percent above 65 and 49 percent above 75 at this same stage. After four years the 2011 cohort showed continued improvement with passing rates of 94 percent above 65 and 55 percent above 75.

During the 2013-14 school year, there was a change in the state system of storing exam scores, and many more of the grade 8 results became available to us. The improvement in the state system allowed access to meaningful information revealing the encouraging growth our students have made while enrolled at Tapestry.

With reference to the records to which we had access, it should be noted that less than 40 percent were proficient upon entry, starting high school not ready for high school level work. Noting that reality, the accomplishment of such growth is a true testament to the hard work of Tapestry teachers.

#### **Goal 1: Absolute Measure**

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

### **Method**

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

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.



## Results

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

### English Language Arts Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
77	6	39	47	8

$$\begin{array}{rclclclclcl} \text{PI} & = & 39 & + & 47 & + & 8 & = & 94 \\ & & & & 47 & + & 8 & = & \underline{55} \\ & & & & & & \text{APL} & = & 149 \end{array}$$

## Evaluation

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

Although the AMO of 149 does not meet the standard of 170, it is a seven-point improvement from 2010. In addition, it should be noted that there has been a decrease in the percentage of Level 1's and an increase of Level 4's in both areas. The 2010 report indicates 13 students scored at Level 1 and 4 achieved Level 4. In 2011 only 6 students scored Level 1 and 8 at Level 4.

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

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

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

continuing the weekly schedule of Monday morning professional development, and efforts to strengthen the teachers' skills are ongoing.

### Additional Evidence

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

#### Goal 1: Comparative Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### Method

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

### Results

Based upon the available comparison for the 2009 and 2010 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the English Regents. The passing percentage for Tapestry's 2011 cohort is undoubtedly also higher than the district's rate.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	89	80	60	2630
2010	87	71	57	2534
2011	94	77	N/A	N/A

<sup>10</sup> The New York State Report Card provides the district results for students scoring at or above 65.

## **Evaluation**

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov), the statewide percentage of students passing the ELA Regents is 81 percent for the 2009 cohort and 82 percent for the 2010 cohort. Tapestry's rate of passing was higher than the state average.

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

## **Additional Evidence**

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

## **Summary of the High School English Language Arts Goal**<sup>11</sup>

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

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<sup>11</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

### Action Plan

Program revisions that address the ELA Goal include the designated assignment of ninth and tenth grade students to two additional periods weekly of targeted instruction in literacy skills. In both grades this includes two periods in the computer lab using technology to reinforce the material being taught in the English class, such as writing and research skills.

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

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

Another structure that supports ELA development is Crew. Each student meets daily in his or her Crew of twelve (12) students with a teacher leader who is part of the grade level team. The teacher Crew leaders assist students in developing and maintaining their portfolios of work and in preparing

to present those to their parents/guardians during the individual Student Led Conferences that occur at least once yearly. Results of the Scholastic Reading Inventory are analyzed in the grade level teams and then shared with students and their parents/guardians. The SRI is administered twice yearly to measure growth in proficiency as measured by Lexile level competence. Teachers in all subjects are made aware of students' levels, and are guided in choosing course reading material accordingly. The Tapestry program includes high expectations of achievement as well as high levels of personal support to reach those expectations. Students cooperate with this expectation and maintain a reasonable work ethic.

In addition, there have been changes made in administering Regents preparatory instruction to students in grades 9-11. The English department has organized a plan to increase the amount of data collected and analyzed through the eDoctrina program. Students will be given benchmark assessments at different stages of the school year. As a department, this data will be analyzed and modifications to whole group and individual instruction will be administered.

To address the emphasis of AMO and Common Core, students in grades 9-11 will, in January of the 2015-16 school year, take the June 2015 ELA Common Core exam as a benchmark examination. The English department will analyze data and create a needs assessment to adapt instruction. An additional benchmark will be administered on June 1 to grades 9-10 to determine gains and provide valuable data for the following year's instruction. Students in grade 11 will take the June 2016 Common Core exam. Any student in grade 11 not achieving a college and career readiness score of 75 will take the Common Core exam again in August 2016. With additional emphasis placed on benchmark data, teachers and students will be provided appropriate information to help ensure needs are met.

## MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate a mastery of mathematical concepts.

#### Background

With the transition to the new Common Core Learning Standards, Tapestry has adjusted its math instruction to align with the new 8 mathematical practices. The school pulls from a number of resources to supplement the curriculum standards including mathematic programs such as Envisions, My Math, and Everyday Math. The teachers use workshop model and inquiry-based lessons to teach mathematical concepts. By building a context through a project-based approach to learning, the teachers are able to create compelling scenarios for students to develop alternative methods to solving problems and challenge their use of mathematical reasoning skills. Mathematics instruction also includes a significant portion of literacy skills and requires students to defend their process and outcomes through sentence and paragraph explanation.

Because of the small student to adult ratio, differentiation of instruction has been successful in heterogeneous groupings. Support staff, including consultant teachers and teaching assistants, co-taught with the general education teacher through a variety of co-teaching models to maximize the opportunities for small group instruction based on readiness.

In the 2013-2014 school year, Tapestry introduced the use of an assessment tool—the Scholastic Math Inventory—with the middle school, to assist with curriculum and instructional decisions. Tapestry continued the use of this assessment tool in 2014-2015. This assessment was given to all middle school students three times over the course of the school year. The results communicated that students needed to demonstrate improvement in a variety of areas. To provide opportunities for students to address these areas in need of improvement, Tapestry hired two additional math teachers, reduced middle school math class sizes from 26 to 17 students per class, and revamped the 5-8 master schedule to included two or three periods a week of additional math intervention instruction. The SMI data provided teachers with specific standards that of focus for students. Teachers then used the IXL software tool in conjunction with teacher created mini-lessons to target specific standards and give students multiple opportunities for repetitive practice.

### Goal 2: Absolute Measure

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

#### Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>12</sup>			Total Enrolled
		IEP	ELL	Absent	
3	47	3	0	0	53
4	50	0	0	0	52
5	43	0	0	0	52
6	48	1	0	0	52
7	43	3	0	0	52
8	44	0	0	0	52
All	275	7	0	0	313

## Results

The aggregate percentage of Tapestry Charter School students who were in at least their second year earning proficient scores in the NYS mathematics assessment was 29.7%.

**Performance on 2014-15 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.3	47	55.3	47
4	40.0	50	42.2	45
5	18.6	43	20.6	34
6	2.1	48	2.2	45
7	23.3	43	24.4	41
8	25.0	44	33.3	33
All	27.6	275	29.7	245

<sup>12</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Evaluation

Tapestry Charter School students earned scores below the accountability goal of 75%. The reader is asked to consider that this measure with an aim of 75% proficient was a goal from 2001, when the assessments and learning standards were different. Additionally, in the years from 2001-2010 TCS exceeded this measure. When NYS adopted the CCLS and redrafted assessments to align with them, while implementing new cut scores to determine proficiency, Tapestry, as well as schools across the state—including our local district—saw sharp declines in percentage of students who are proficient. However, at Tapestry, 29.7% of students in at least their second year earned a proficient score. This is 14.6% above the Buffalo Public Schools' average of 15.1%. Tapestry's proficiency rate of 29.7% also demonstrates a nearly 7.3% growth in this same measure over last year.

When compared to other charter schools in the Western Region of New York State, Tapestry's proficiency rate of 29.7% is the second highest percentage among schools who administered the assessment grades 3-8. Tapestry's proficiency rate of 29.7% is also 2.9% higher than the Aggregate Percent Proficient of these schools. When compared to the Western Region Host Districts' Aggregate Percent Proficient, Tapestry outperformed the districts by 14.1%.

The growth demonstrated reflects positive changes to Tapestry's Math program in the 2014-2015 school year. These include two additional math teachers in the middle school, the reduction of class sizes in the middle school and the supplementing of Tapestry's Math curriculum with the NYS Math Modules in grades 3-8. Tapestry also strengthened its math intervention program by including specific intervention periods in the master schedule. This allowed for two or three additional periods of math a week for students in need of math support. Additionally the DDI professional development with a focus on decomposing and assessing standards contributed to the students' proficiency rates.

The reader will note that Tapestry's performance in 6<sup>th</sup> grade math during the 2014-2015 school year is an outlier. School leadership identified an instructional concern in 6<sup>th</sup> grade math and worked to provide coaching and instructional supports to the teacher. The decision was made at the end of the school year to replace the staff member teaching 6<sup>th</sup> grade math.



### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33	48	39	49	55.3	47
4	24	21	14	43	42.2	45
5	36	17	11	19	20.6	34
6	18	43	18	40	2.2	45
7	0	38	31	45	24.4	41
8	10	20	16	45	33.3	33
All	20	187	22	241	29.7	245

#### Goal 2: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>13</sup>

#### Results

Tapestry Charter School Earned a PLI of 91.8 for Mathematics in 2014-2015.

<sup>13</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36	36.4	17.5	10.2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36.4 & + & 17.5 & + & 10.2 & = & 64.1 \\
 & & & & 17.5 & + & 10.2 & = & 27.7 \\
 & & & & & & \text{PLI} & = & 91.8
 \end{array}$$

### Evaluation

Tapestry Charter School earned a PLI of 91.8. This is just over 2 points away from the target AMO of 94. Although Tapestry did not meet this measure, this is another measure in which Tapestry showed growth. Tapestry's PLI in the 2013-2014 school year was 82, 11.8 points lower than the 2014-2015 results. The 2013-2014 AMO was 86. Tapestry did exceed that target by 5.8 points.

At each benchmark, positive trends emerge. There are fewer students in grades 3-8 scoring at a Level 1 and Level 2 than last year. Additionally, there are more students scoring at Level 3, and more than doubling of students scoring a Level 4. These exciting results indicate positive trends that we anticipate to continue in the 2015-2016 school year as proficiency climbs at Tapestry Charter School. If this year's growth continues in 2015-2016 school year, Tapestry's PLI would increase by 11.8 and exceed the AMO.

Additionally, the lower than expected results in 6<sup>th</sup> grade resulted in Tapestry narrowly missing the AMO. Had five additional 6<sup>th</sup> grade students scored a Level 2, rather than a Level 1, Tapestry would have met the AMO.

### Goal 2: Comparative Measure

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

### Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>14</sup>

### Results

<sup>14</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Tapestry met this measure by outperforming the local district in grades 3-8. Overall Tapestry students outperformed Buffalo Public students by 14.9 percentage points.

**2014-15 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	55.3	47	17	2,185
4	42.2	45	18	2,132
5	20.6	34	18	2,121
6	2.2	45	15	2,052
7	24.4	41	12	1,922
8	33.3	33	9	1,863
All	<b>29.7</b>	245	<b>15.1</b>	12,275

**Evaluation**

Tapestry met this measure by outperforming the local district in grades 3-8. Overall Tapestry students outperformed Buffalo Public students by 14.9 percentage points. This is consistent with past performance – in 2014 and 2013 Tapestry students outperformed the Buffalo Public School students by 9 and 10 percentage points, respectively. Excluding 5<sup>th</sup> and 6<sup>th</sup> grade, Tapestry outperformed Buffalo Public School students by more than double; in 3<sup>rd</sup> grade, Tapestry students outperformed their district peers by triple.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	33	14	39	16	55.3	17.5
4	24	10	14	16	42.2	18.0
5	36	9	11	13	20.6	18.1
6	18	11	18	15	2.2	15.0
7	0	7	31	10	24.4	11.7
8	10	6	16	9	33.3	9.2
All	20	10	22	13	<b>29.7</b>	15.1

We ask the reader to consider the additional evidence below. Tapestry has a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter recently renewed. Tapestry outperforms the comparative schools in four of the six grade levels.

**2014-15 Math Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.3	47	20.5	73	28.4	134	37.2	86
4	42.2	45	36.8	76	44.1	127	39.1	87
5	20.6	34	32.4	74	33.0	115	18.8	64
6	2.2	45	21.3	75	9.6	156	37.9	58
7	24.4	41	16.4	73	7.4	163	28.3	60
8	33.3	33	18.6	70	4.0	100	31.4	51
All	29.7	245	24.5	441	20.5	795	32.8	406

**Goal 2: Comparative Measure**

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

**Method**

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. In 2013-2014 Tapestry earned an overall effect size calculation of -0.83.

The reader is asked to consider that unlike other measures in this Accountability Report, this data is not from the most recent academic year in which Tapestry has shown growth on all measures. This data is taken from two school years previous, when data was trending in the opposite direction.

### **2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		53	36	47.0	-11.0	-0.73
4		50	12	42.9	-30.9	-1.85
5		51	10	33.8	-23.8	-1.26
6		46	18	33.8	-15.8	-0.85
7		48	31	31.3	-0.3	-0.02
8		50	14	19.0	-5.0	-0.24
All	56.7	298	20.2	34.8	-14.6	-0.83

<b>School's Overall Comparative Performance:</b>
<b><i>Lower than expected</i></b>

## Evaluation

Tapestry Charter School did not meet the measure. We ask the reader to again consider that the data outlined in the above chart is from the 2013-2014 chart. In 2014-2015 proficiency rates grew in 4 of the 6 grades tested. 3<sup>rd</sup> grade grew from 36 to 55.3 percent proficient, an increase of 19.3 percent. 4<sup>th</sup> grade grew from 12 to 40 percent proficient, an increase of 28 percent. 5<sup>th</sup> grade grew from 10 to 18.6 percent proficient. 8<sup>th</sup> grade grew from 14 to 25 percent proficient. Additionally, when looking at grade level cohorts, there are promising results. The 2013-2014 3<sup>rd</sup> graders scored 36%, but as 4<sup>th</sup> graders in 2014-2015 they scored at 40%, an increase of 4%. The 2013-2014 4<sup>th</sup> graders scored at 12%, but as 5<sup>th</sup> graders in 2014-2015, they scored at 18.6%. The 2013-2014 6<sup>th</sup> graders scored at 18%, but as 7<sup>th</sup> graders in 2014-2015 they scored at 23.3%. While the 2013-2014 7<sup>th</sup> graders scored 6% less as 8<sup>th</sup> graders in 2014-2015 their percent proficient of 25% exceeded the percent proficient of the City of Buffalo, the County of Erie and the State of New York. These results indicate Tapestry Charter School will show growth towards achieving the Comparative Performance by Grade Level by bringing the Effect Size closer to 0.3.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	42.9	204	59.8	64.9	-0.35
2012-13	3-8	56.5	249	16.9	28.5	-0.69
2013-14	3-8	56.7	298	20.2	34.8	-0.83
2014-15	3-8		245	29.7	N/A	N/A

#### Goal 2: Growth Measure<sup>15</sup>

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

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>16</sup>

Tapestry had an overall Mean Growth Percentile of 54.7. Most notably grades 5, 7 and 8 were above the Statewide Median of 50.0.

<sup>15</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>16</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

### **2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	33.6	50.0
5	53.2	50.0
6	44.3	50.0
7	73.8	50.0
8	68.6	50.0
All	<b><u>54.7</u></b>	50.0

### **Evaluation**

Tapestry Charter School met this measure. Tapestry has met this measure two of the last three years of the Charter period.

### **Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2011-12 <sup>17</sup>	2012-13	2013-14	Statewide Median
4		40.2	33.6	50.0
5		55.0	53.2	50.0
6		45.1	44.3	50.0
7		53.1	73.8	50.0
8		53.1	68.6	50.0
All	51.4	49.9	54.7	50.0

### **Summary of the Mathematics Goal**

Tapestry did not meet the Absolute measure of 75% of students in at least their second year performing proficient on the NYS Mathematics exam for grades 3-8. Tapestry missed achieving the Comparative measure of an Effect Size of 0.3. Tapestry did achieve the Comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Tapestry very narrowly missed achieving the Absolute measure of meeting the AMO set forth by the state's NCLB accountability system. Tapestry did

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<sup>17</sup> Grade level results not available.

meet the Growth goal of the mean unadjusted percentile in Math for all tested students when compared to the state's median growth percentile.



Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

## Action Plan

### **K-4 Classrooms: Multi-Grade to Single Grade Level**

In the previous charter period, students were enrolled in multi-age classes across two years of ages/grades. This caused teachers to teach two sets of standards to students.

In 2014-2015, Tapestry shifted away from multi-age instruction to single grade level classrooms. Rather than asking Tapestry K-4 teachers to plan curriculum and instruction across two grade levels of standards, we now have the opportunity for teachers to develop expertise within one set of grade level standards.

### **5-8 Classrooms: Multi-Grade to Single Grade Level**

In the previous charter period, middle school teachers were assigned two grade levels. This created a structure in which teachers and students straddled standards across grades in a single year. In classrooms, students typically enrolled in 5th grade would be learning and working through both 5th and 6th grade standards—in some cases out of the necessary sequential order.

In the 2015-16 school year, additional staff members have been hired to create consistent, grade-level teams. There are now individual teachers for each of the core subjects (ELA, Math, Science, Social Studies) at every grade level. The additional staffing allowed for the creation of a master schedule which provides grade level common planning everyday, a structure absent from the schedule at times during the previous charter period. Research into best practices indicates that common planning time for teachers is a structure that yields positive outcomes for student achievement.

This increase in staffing has also allowed for a reduction in class size, from 26 to 20-21 students. A class size of 20-21 qualifies as a “small class size”, which is a best practice in education, yielding positive outcomes for students. The overall student load on a teacher also reduced from 104 to 62, allowing teachers to better focus on the needs of the students in their individual grade level.

#### **K-4 Math: Tier One**

In the 2015-16 school year, Tapestry is undertaking curriculum shifts in math. Teachers will be using the NYS Math Modules as the foundation of the curriculum, supplementing on an as needed basis according to student achievement data throughout the year. The curriculum shifts are being supported by the K-12 Math Curriculum Coordinator, Dr. Karrie Jones, Ph.D., a position new to Tapestry in the 2015-16 school year. A new layer of instructional support is available with the addition of a K-4 Math Coach whose primary focus is improving math instruction across K-4, providing coaching and professional development during the day.

#### **5-8 Math: Tier One**

In the 2014-15 school year, Tapestry added one math classroom teacher and reassigned the math AIS teacher to 6th grade. This structure allowed Tapestry to staff the Middle School math department with one math teacher per grade level, again providing staff the opportunity to develop expertise in a grade level and standards. Previously, we asked Middle School math staff to teach across two grade levels and standards.

This staff structure decreased class size in Middle School math from 26 students to 20-21 students per class. The success of this staffing increase contributed to the decision to increase staff across the middle school to create grade-level teams in the 2015-16 school year.

In the 2014-15 school year, it was determined that the 6th grade math teacher needed the additional support of a Teacher Improvement Plan. Over the course of the school year, administration determined the most appropriate course of action for student outcomes would be to remove this teacher from her position based upon job performance.

In the 2015-16 school year, Tapestry is undertaking curriculum shifts in math. Teachers will be using the NYS Math Modules as the foundation of the curriculum, supplementing on an as needed basis according to student achievement data throughout the year. Additionally, math fluency is being provided during the first period of the day - outside of the dedicated math period - increasing total Tier I math instruction by 15 minutes a day, or an anticipated 2,700 minutes over the course of the year. The curriculum shifts are being supported by the K-12 Math Curriculum Coordinator, Dr. Karrie Jones, Ph.D., a position new to Tapestry in the 2015-16 school year.

### **5-8 Math: Tier Two**

In 2013-2014, 50% of Math AIS classes were taught after school from 3:10 PM to 3:40 PM. This structure naturally created an attendance issue for our highest needs students.

In 2014-2015, 100% of Math AIS classes were scheduled during the regular instructional day, meeting with a member of the math department for two additional 56 minute periods each week. Students attending Math AIS now have 7 math periods per week.

In the 2015-16 school year, 100% of Math AIS classes are scheduled during the regular instructional day. The master schedule allows for an intervention block of 49 minutes every day. This structure increases the number of Math periods occurring each week from 7 to 10. Additionally, the new structure allows for a greater flexibility in enrollment of students in Math AIS with a greater responsiveness to student needs throughout the year. As students make gains or show early signs of struggle, they will have opportunities to unenroll or enroll in the Math AIS periods.

### **K-4 Math: Tier Two/Three**

In the previous charter period, Math AIS was an unfunded position in grades K-4.

In the 2015-16 school year, we have restructured our staff by securing a certified teacher with a specialization in math. Working under the coordination of the K-4 Math Coach and the K-12 Math Curriculum Coordinator, this staff member will provide K-4 Tier Two and Three Math support, pulling small groups of students who struggle with specific standards. Student enrollment will be fluid and flexible based upon achievement data and classroom teacher input.

### **Data Driven Instruction**

Tapestry has begun a Data Driven Instruction (DDI) rollout, K-8. We are shifting our focus more closely towards aligning instruction to help students become proficient in the skills and knowledge required by the CCLS. While the standards have been present in our curriculum and instruction through the "Standards-Target-Assessment" planner in the past, they have not been the major driver of instruction.

Using assessment data will allow teachers to have an accurate snapshot of student mastery levels on standards. This demystifies for teachers what to teach next, why and how. Teachers can begin to plan instruction on precisely what students need to achieve mastery on each of the standards in their curriculum. The DDI process also allows teachers to examine both NYS and classroom assessments and data more carefully to understand the impact they will have on their own assessment and instructional practices.

Teachers in grades 3-8 have received professional development on creating CCLS aligned interim assessments and have begun the process of assessment building, relying on assessments found in both the ELA and Math Modules from NYS.

Next steps include the analysis of the student achievement data on these assessments as well as the development of action plans based off this analysis utilizing the software package e-Doctrina, a structure that has shown success at Tapestry High School.

### **Coaching & Support for Teachers**

In the 2015-16 school year, Tapestry teachers will benefit from a major shift in resources towards coaching and instructional support. Three new positions have been created and roles have been redefined to increase the amount of feedback teachers receive on planning and instruction. The hiring of a K-4 Math Coach has already provided teachers support through the math curriculum shifts; the intended focus of the role during the school year will be on improving instruction, and providing feedback to teachers before, during, and after teaching. The K-12 Math Curriculum Coordinator, working alongside the K-4 Math Coach, has facilitated the curriculum shifts, ensuring alignment of curriculum, assessments, and instructional practices K-12. The Lead Instructional Coach has been reassigned as the Director of Curriculum and Instruction, with the job of overseeing the curriculum shifts, as well as supporting the newly formed Coaching Team. This team is tasked with increasing the efficiency of the feedback loop both from teacher to student, as well as from coach and administrator to teacher.

## **MATHEMATICS**

### **HIGH SCHOOL MATHEMATICS**

#### **Goal 2: Absolute Measure**

**Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.**  
**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13**

#### **Method**

For the 2014 – 2015 school year, the school administered the New York State Regents examination in Common Core Algebra 1, Integrated Algebra, Common Core Geometry, Geometry (2005 Learning Standards) and Algebra 2/Trigonometry. This increase in the number of state tests offered to students is a result of New York State's transition to the Common Core learning standards. For the June 2014, August 2014, and January 2015 administrations of these examinations, students receiving Algebra I (Common Core) instruction were permitted to take the Regents Examination in Integrated Algebra (2005 Learning Standards) in addition to the Regents Examination in Algebra I (Common Core). For the June 2015 and August 2015 administrations of these examinations, students receiving Geometry (Common Core) instruction took the Regents Examination in Geometry (2005 Learning Standards) in addition to the Regents Examination in Geometry (Common Core).

The school scores Regents exams on a scale from 0 to 100. The State Education Department defines

the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.<sup>18</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. In order to be eligible for graduation within four years, students must pass at least one mathematics exam by the summer of their fourth year.

## Results

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

If the same cut-off for Regents passage was used, 97 percent, of the seventy-seven (77) students in the 2011 cohort passed the math exam at a level sufficient to earn a Regents diploma. If one uses the college and career standard for measuring success, nineteen (19) students, or 25 percent, reached the desired level. While not at an acceptable level, these outcomes show growth from previous years. The number of students reaching the college and career readiness level in the 2011 cohort has increased by 12 percent from the previous year.

The updated achievement goal is to have at least 65 percent of students earning scores of 80 or better. If a score of 80 was the cut score for the cohorts of 2009, 2010, and 2011 the results of 19 percent, 13 percent and 25 percent respectively, are inadequate. However we have shown double-digit growth in the number of students reaching this goal in comparison to results from the previous year.

### Mathematics Regents Passing Rate with a Score of 65 /80 by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2009	80	91/19
2010	71	96/13
2011	77	97/25

## Evaluation

While it is admirable for New York State to pursue a "college and career readiness standard," there is an inconsistency between the New York State graduation requirement of a 65 percent and this

<sup>18</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>19</sup> Based on the highest score for each student on the Mathematics Regents exam

higher standard. As a result, there are many students who score between 65 and 79 percent but do not attempt to retake these math exams for a higher score. Often times, teachers' desires for students to work to improve their scores do not provide sufficient motivation for students to retake exams they have already passed at a level necessary for graduation. Until the New York State graduation requirements are changed to reflect this college and career readiness goal, it is unlikely that many students in this category will be motivated to challenge their exam to earn a higher score.

With that said, 97 percent of students in the 2011 cohort passed their Regents examination in math at the level required for graduation. Two students with special needs were earning local diplomas with scores between 55 and 64 after multiple attempts at the test.

As student and staff mindsets shift to reflect these college and career readiness goals, the school policy will also shift for future cohort groups. Re-testing will be encouraged for all students scoring below 80 percent. A message has been communicated to students and teachers that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. They are now familiar with the common college practice of pre-testing entering college students in ELA and Math, and requiring paid participation in non-credited remedial courses for any student who does not meet criteria. With new information about the higher standards, students are expected to be more motivated to aim high and to re-take the exams as necessary.

### **Additional Evidence**

During the last few school years, the courses offered at Tapestry High School have shifted to reflect the needs of our students and to aid in our quest to prepare them for college and career readiness rather than a minimal passing standard. For the second year in a row, the majority of students entering Tapestry High School as freshmen will be placed in a one-year pre-algebra course that is focused on building those foundational skills necessary for success. This will better prepare students to take the Common Core algebra 1 course and allow them to find success on the Regents exam at the end of their sophomore year. This has been the trend Tapestry has gradually been moving towards since 2007, as it seems to provide the best avenue for teaching the foundational skills that our students are lacking.

To provide a historical perspective of Tapestry's course configurations, for the entering group of freshmen in the cohort of 2007, the year of the initiation of Integrated Algebra (away from Math A/B), Tapestry placed almost all students in the one-year math class with an expectation of readiness for the Regents in June of freshman year. The rates of passage with a cut score of 65 were somewhat disappointing, and the students who failed were scheduled for summer school or a second year of Algebra until they reached at least 65. Students who passed with 65 in ninth grade were generally moved on to Geometry, although it was noted that their foundation of mathematics was poor, and the rates of passing Geometry in sophomore year were lower than Integrated Algebra.

The Math Department noted that the passing score of 65 was reflective of an absolute earned score of less than 40 percent of the material included in the Integrated Algebra Regents exam, using the conversion charts provided by the state. Given this poor foundation, it was no wonder that students

were not successful in the higher levels of Regents math, even if they had “passed” the exam at a level adequate to earn a Regents diploma. In addition, the act of taking a course for the whole year only to fail the final exam at the end of the year made students feel disheartened, unsure of their mathematics ability and unmotivated to take subsequent math courses when anticipating a similar outcome.

With this in mind, freshmen entering in 2011 were screened for math competence, and one section (of four) was designated for a two-year Algebra program. With this course students were expected to take the Regents at the end of tenth grade instead of ninth. Still not satisfied with the rate of mastery however, it was decided that the cohort of 2012 would be screened more stringently and that the five sections of Integrated Algebra would include only two sections of one-year Algebra leading to a ninth grade Regents, while three sections would experience a foundation year with the Regents planned for the end of tenth grade. When those students reached their sophomore year, the cohort of 2012 did have a higher rate of college and career readiness level than any previous year (27 percent). However, this was the final year of the Integrated Algebra examination before the transition to the Common Core Learning standards began. Anticipating the changes associated with a new curriculum, and still not being satisfied with the results, for the entering cohort of 2013, the schedule included only one class of one-year Common Core Algebra, with the remaining four sections of Algebra to be taught over two schools years.

The majority of students in the 2013 cohort took the Common Core Algebra 1 exam in June 2015. This is an exam that has been mired in controversy regarding its implementation and the subsequent exam. For example, New York City schools tested out the new Common Core Algebra 1 exam in June 2014 with miserable results: only 46 percent of freshmen that took the test passed, with June 2015 scores expected to be similar.

Despite the struggles that districts across the state are having with the Common Core Algebra 1 exam, the percentage of Tapestry sophomores that earned at least a 65 percent exceeded that which occurred after New York City’s initial implementation of this exam. The 2013 cohort, who was the first class to take the Common Core Algebra exam as sophomores, had 63% percent of students pass with a score of 65 percent and 5% percent of students pass with a score of 80 percent. Students who have not yet performed at the level of mastery necessary to graduate from high school will be provided remedial and enrichment opportunities to target missing skills and prepare them for future success on this exam. These passing rates can be found in the table below.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	77	88/22	83	96/23	77	97/25
2012	75	31/14	84	82/27	81	88/27
2013					80	63/5
2014					83	10/1

While there is still much work to be done, the Math Department attributes these scores to the foundational pre-algebra course that the majority of students took their freshman year. As a result, they recommended that the emphasis for the 2015 – 2016 school year should be to continue to build a strong two-year foundation of algebra skills. Next year, there will be four classes of pre-algebra offered during students' ninth grade year with all students taking the Common Core Algebra 1 exam at the end of their sophomore year. Incoming freshman will only be placed in the sophomore level course that culminates in the Regents exam if they have already taken a pre-algebra course in middle school and can demonstrate a level of mastery on state and local assessments. The majority of students will be in a pre-algebra freshman course and take Common Core Algebra 1 the following year.

Another structural change that will aid in helping all students to find success in algebra is the teacher looping that will begin during the 2015 – 2016 school year. With this structural change, the teacher from their pre-algebra course will instruct the same students the subsequent year in their Common Core Algebra 1 course. Having the same teacher two years in a row will promote consistency throughout the courses and allow the teacher to begin the school year with a strong grasp of individual students' strengths and weaknesses. By keeping the children and the teacher together as the class is promoted to Common Core Algebra 1, there is increased continuity and more in-depth relationships between the teacher and the students. The long-term relationships that have been developed through looping have been shown to support student learning. The Math Department intends to capitalize on those gains with the 2014 cohort.

A final structural change that will better prepare teachers to teach the Common Core Learning Standards is the addition of a high school math coach. This high school math coach will assist teachers in finding the effective teaching methods, tools and techniques necessary to teach mathematics at a college and career readiness level. This person will lead professional development for teachers and refine the curriculum to ensure teachers' maximum effectiveness. This will help to facilitate student understanding at the point of instruction and serve as another avenue to ensure that students are college and career ready.

This math coach has also spearheaded a "Year of Math" initiative to change student and teacher attitudes about mathematics. Upbeat math-oriented professional development for all staff will be provided beginning in early September and continuing throughout the year. On a weekly basis, students and teachers in grade 9 – 12 will engage in critical thinking and problem solving puzzles in their crew classes in order to begin to gain skills in algebraic foundations such as inductive reasoning, variables, proportional reasoning and functions. Data will be collected to show changes in student and teacher attitudes about mathematics and conceptual development. By changing teacher and student attitudes, more students are expected to challenge themselves to perform at a level deemed college and career ready. A similar full school effort to increase reading and writing skills in 2013 was found to be successful in improving students' skills in those areas.

#### **Goal 2: Absolute Measure**

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



## REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

### Method

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

### Results

Of the forty-five students in the 2011 cohort whose records from the 8<sup>th</sup> grade mathematics exam indicate that they were not proficient in the 8<sup>th</sup> grade, 96 percent of them passed the Integrated Algebra Regents exam with a score of 65. Sixteen of them reached the college and career readiness standard of 80.

#### **Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>20</sup>**

<b>Cohort Designation</b>	<b>Number in Cohort</b>	<b>Percent Passing with a score of 65 /80</b>
2009	5	100/0
2010	58	97/9
2011	45	96/16

### Evaluation

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

While there is a negligible drop in the percent passing with a score of 65 when compared to previous years, as shown in the table above, there was a 16 percent increase in those who performed at the college and career readiness level when compared to the 2009 cohort. This can be attributed to the structural changes that have made to provide students who struggled in eighth grade with the foundational algebra skills they need to be successful.

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

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<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

## Additional Evidence

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

In the 2011 cohort, 96% of our students passed a mathematics Regents exam with a grade over 65 and 16% passed with a level of mastery. Given that these students not ready for high school level math work when they entered in the ninth grade, the accomplishment of such growth is a true testament to the hard work of Tapestry teachers. It also highlights the effectiveness of the structures that have been put in place to ensure student success.

### Goal 2: Absolute Measure

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

## Method

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

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of 154.

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

## Results

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

**Mathematics Accountability Performance Level (APL)  
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1 (0 – 64)	Level 2	Level 3	Level 4
<b>77</b>	<b>3</b>	<b>74</b>	<b>19</b>	<b>4</b>

$$\begin{array}{rclclcl}
 \text{PI} & = & 74 & + & 19 & + & 4 & = & 97 \\
 & & & & 19 & + & 4 & = & \underline{23} \\
 & & & & & & \text{APL} & = & 120
 \end{array}$$

### Evaluation

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

In examining those who earned Level 1, it is noted that the three students in Level 1 are all eligible for local diplomas by virtue of their disability classifications. They have been granted local diplomas and have already pursued enrollment in community college programs.

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

In terms of the school's motivation to improve scores in the future, the onset of the Common Core Learning standards has sparked a renewed sense of importance for staff to push students to this higher level. This new initiative has help to provide a solid rationale for the need for all students to be ready for college and to avoid having to take remedial math courses. As former Tapestry graduates visit our students via "senior comeback days" and our current students visit local colleges, the message of needing these higher scores is reinforced. The message to students and parents is being communicated in a variety of settings, including our Crew advisory groups, Math classes, Student Led Conferences, and guidance meetings.

As noted in the previous section, the Math Department has spearheaded a "Year of Math" initiative for 2015 – 2016 and has recommended a major shift in the structure of the curriculum. A math coach been hired to help with this transition and has already started to lead professional development with all staff. Building a stronger foundation in the fundamentals of algebra over two years is likely to produce students who are more successful with the demonstration of math skills.

### Additional Evidence

In examining trends over time, the numbers of students in score categories have remained quite stable. The state's change in the cut-offs for the levels naturally changed the distribution by Level.

As discussed previously, considerable effort is being applied to raising the skills of students to meet the new score objectives. Students in the entering classes of the last two years have been informed that they will retake Regents in mathematics if they do not meet a score of at least 80 because this is deemed to be the reasonable expectation for college and career readiness.

### **Goal 2: Comparative Measure**

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

### **REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13**

### **Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>21</sup>

### **Results**

Based upon the available comparison for the 2009 and 2010 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing Mathematics Regents. The passing percentage for Tapestry's 2011 cohort has remained relatively stable and is undoubtedly also higher than the district's rate.

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

<b>Cohort</b>	<b>Charter School</b>		<b>School District<sup>22</sup></b>	
	<b>Percent Passing</b>	<b>Cohort Size</b>	<b>Percent Passing</b>	<b>Cohort Size</b>
<b>2009</b>	<b>91</b>	<b>80</b>	<b>65</b>	<b>2630</b>
<b>2010</b>	<b>96</b>	<b>71</b>	<b>67</b>	<b>2534</b>
<b>2011</b>	<b>97</b>	<b>77</b>	<b>N/A</b>	<b>N/A</b>

### **Evaluation**

As stated previously, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different

<sup>21</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>22</sup> District results for the 2011 cohort are not yet available.

challenges and does not set a high enough standard at this time. Regarding Tapestry's performance, the aim is to reach and exceed the new standards and college and career readiness levels, regardless of the BPS outcomes.

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov), the statewide percentage of students passing the Mathematics Regents is 84 percent for the 2009 and 2010 cohorts. Tapestry's rate of passing was higher than the state average.

### **Additional Evidence**

Renewed efforts are being made to explain to students and their families the new and higher national standards of achievement and to engage their motivation effectively. Cohorts who have not yet reached their fourth year are clearer than their predecessors that a mathematics Regents score of 80 is the minimum goal.

### **Summary of the High School Mathematics Goal**<sup>23</sup>

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

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<sup>23</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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

## Action Plan

In targeted Teacher Learner Cycle sessions with the Math Department and the principal during the last three years, implementation of Common Core Math Standards and the new College and Career Readiness goals were discussed. Methods of data analysis were discussed and a system for continuing to administer and monitor interim assessments was established for use in 2015-16.

A mathematics coach was hired for the 2015 – 2016 school year in order to help staff with the implementation of the Common Core Learning standards. This person will assist the math department in promoting both curricular and instruction consistency. The math coach will seek out opportunities for professional development and work to build teachers' skills in order to prepare students to perform at a college and career readiness level. She will oversee the monitoring of interim assessments and ensure data driven instruction is used in all math classes. This is all part of a larger school-wide effort that has been dubbed the "Year of Math." Problem solving and critical thinking exercises will be infused into weekly crew lessons to help equip students with the skills necessary to perform at a college and career readiness level.

As noted previously, while studying the Common Core Math Standards and examining the math backgrounds of Tapestry's entering students, the Math Department and administration have recommended that the opportunity to build a strong two-year foundation of Algebra should be

extended. Starting in 2014-15, there are four sections of two-year Common Core Algebra 1 and students will only be placed in a one-year Common Core Algebra 9 Regents course if they have already demonstrated a level of mastery in algebra content. Teachers in pre-algebra and Common Core Algebra 1 will also be looping with their students to promote consistency and strong relationship development. Families and students are being informed of the higher state standards for Math and the importance of a strong Regents performance on Common Core Algebra 1 to predict future Math and college success.

### **Goal 3: Science**

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

#### **Background**

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

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

Unlike the 2013-14 school year in which Tapestry regrettably had staff turn over in 7<sup>th</sup> and 8<sup>th</sup> grade science, high-quality, consistent instruction was present in the 2014-2015 school year. Adding to the success of the science program was the placement of a certified ELA teacher in the middle school science classrooms to support the lead teachers in embedding literacy practices into science curriculum and instruction.

### **Goal 3: Absolute Measure (K-8 program)**

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

#### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

## Results

Tapestry met this measure. 87% of fourth grade students in at least their second year were proficient. 81.6% of eighth grade students in at least their second year were proficient.

### Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87	46	84	51
8	81.6	38	73	48

## Evaluation

Tapestry met this measure. 87% of fourth grade students in at least their second year were proficient. 81.6% of eighth grade students in at least their second year were proficient. These positive results also show growth from the 2013-2014 results. Fourth graders in at least their second year scored 83% in 2013-2014. In 2014-2015 fourth graders showed growth by 4%. The eighth grade results showed more significant growth, scoring 25.6% higher in 2014-15 than in 2013-2014.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	90	20	83	42	87	46
8	70	20	56	39	81.6	38
All	80	40	70	81	84.3	84

#### Goal 3: Comparative Measure

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



## Method

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

## Results

Although district data for the 2014-2015 NYS Science Data is unavailable previous data suggests Tapestry is confident that we have outperformed the district on this year's assessment.

### 2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87	46	n/a	n/a
8	81.6	38	n/a	n/a

## Evaluation

Although district data for the 2014-2015 NYS Science Data is unavailable previous data suggests Tapestry is confident that we have outperformed the district on this year's assessment.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	90	67	83	62	87	n/a
8	70	40	56	29	81.6	n/a
All	80	54	70	45.5	84.3	n/a

### **Summary of the Science Goal**

Tapestry Charter School Achieved both the Absolute and the Comparative measures in the Science Goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

### **Action Plan**

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Curriculum work for the summer of 2015 has included explicit inclusion of the new literacy standards for the CCLS to the science curriculum maps. Science curriculum was gap-analyzed to the Next Generation Science Standards, and compared with item analysis of the 8<sup>th</sup> grade science assessments for the last four years. For the 2015-2016 school year, Tapestry Charter School made a significant staffing change to positively impact the quality of instruction provided at the middle school levels. The additional staffing has allowed average class size to drop from 26 to 20. Further it has eliminated the need for staff to teach two grade levels of content and standards. Instead staff is able to specialize in one set of grade level of standards and content.

Professional Development work in the summer 2015 focused on aligning the curriculum vertically to eliminate any gaps that occurred due to the rotating expedition schedule in the middle school science department. This new alignment also included the Next Generation Science Standards.

### **SCIENCE – HIGH SCHOOL**

#### **Goal 3: Absolute Measure (High School)**

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

#### **Method**

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

may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## Results

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

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	80	<b>94</b>
2010	71	90
2011	77	95

## Evaluation

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

## Additional Evidence

Achievement on Science Regents exams has been relatively stable since the school opened. During the last three years, additional minutes of instruction were added, and the department aimed to provide greater consistency between class and lab instruction. In 2012-13 an additional certified science teacher was added to the staff, allowing for smaller class sizes in the core freshmen and sophomore science offerings of Living Environment and Earth Science.

While maintaining a strong value for project based, inquiry instruction, in keeping with Tapestry's Expeditionary Learning model of instruction, substantial professional development has continued for all staff to incorporate the effective use of literacy strategies, including text based writing and close reading; tools to improve the use of interim assessments; and maintaining effective behavior management with utilization of classroom consistencies.

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<sup>24</sup> Based on the highest score for each student on any science Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	78	90	83	93	77	95
2012	80	69	84	79	81	90
2013			83	76	80	76
2014					83	58

### Goal 3: Comparative Measure

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

### Method

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

### Results

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing Science Regents for the 2009 and 2010 cohorts. The percentage of passing for Tapestry's 2011 cohort is even higher than past years, and is undoubtedly higher than the district's rate.

### Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	94	80	65	2630
2010	90	71	65	2534
2011	95	77	NA	NA

### Evaluation

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov), the statewide percentage of students passing Science Regents is 82 percent for the 2009 cohort and 83 percent for the 2010 cohort. Tapestry's rate of passing was higher than the state average.

### **Additional Evidence**

Results for the 2012 cohort are already at ninety percent, exceeding the accountability goal and typical BPS levels.

### **SOCIAL STUDIES – High School**

#### **Goal 4: Social Studies**

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

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

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

### **Method**

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

### **Results**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. In each year since 2008-2009, junior level students have taken U.S. History Regents exams, with approximately ninety percent passing with a score of 65 or more.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	80	89
2010	71	90
2011	77	92

**Evaluation**

Tapestry has consistently exceeded the established goal of success for at least 75 percent of graduating seniors on the U.S. History Regents exam. No student has been limited from earning a Regents diploma because of achievement on this exam alone. All of the students who ended senior year with a score at the local level were classified by the Committee on Special Education or served with an Accommodation Plan through Section 504 of the American's with Disabilities Act. Impressively, there are no students in the upcoming 2012 cohort who require remediation for this exam in order to be eligible to graduate.

**Additional Evidence**

Achievement on the U.S. History Regents exam has remained relatively stable through the years it has been administered to juniors at Tapestry. Professional development has been provided for the Social Studies Department encouraging the effective use of instructional literacy strategies, interim assessments, and effective behavior management and student engagement strategies.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	NA	NA	83	89	77	92
2012			NA	NA	81	86
2013					NA	NA
2014					NA	NA

**Goal 4: Comparative Measure**

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

<sup>25</sup> Based on the highest score for each student on a science Regents exam

## **Method**

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

## **Results**

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing the U.S. History Regents for the 2009 and 2010 cohorts. The passing percentage for Tapestry's 2011 cohort reflects stability over the last few years, with slight growth, and is undoubtedly higher than the district's rate.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	89	80	58	2630
2010	90	71	57	2534
2011	92	77	NA	NA

## **Evaluation**

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov), the statewide percentage of students passing the U.S. History Regents is 79 percent for the 2009 and 2010 cohorts. Tapestry's rate of passing was higher than the state average.

## **Additional Evidence**

Results for the 2012 cohort are already above 85 percent, exceeding the accountability goal and typical BPS levels.

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

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

## Method

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

## Results

Tapestry Charter School entered the first class of ninth grade students in 2006, and administered the Global History Regents to that group in June 2008. Approximately 90 percent passed the Regents exam before graduating. Since that first group the rate of passing this exam has remained relatively steady, typically exceeding 85 percent.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>26</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	80	89
2010	71	87
2011	77	86

## Evaluation

Tapestry has consistently exceeded the established goal of exam success for at least 75 percent of graduating seniors on the Global History Regents exam. All of the students who ended senior year with a score at the local level were classified by the Committee on Special Education or were served by an Accommodation Plan through Section 504 of the American's with Disabilities Act. Impressively there are no students in the upcoming 2012 cohort who require remediation for this exam in order to be eligible to graduate, and there are fewer students in the junior class requiring remediation than last year.

## Additional Evidence

Achievement on the Global History Regents exam has remained relatively stable through the years it has been administered to sophomores at Tapestry. As mentioned in the section on U.S. History, professional development has been provided for the Social Studies Department encouraging the effective use of instructional literacy strategies, interim assessments, and effective behavior management and student engagement strategies. Particular benefit has been noted from the

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<sup>26</sup> Based on the highest score for each student on a science Regents exam



increased emphasis on the teaching of non-fiction writing skills, with production of higher quality DBQs. The most recent administration of the Global exam to sophomores achieved an impressively high percentage of passing on the first administration.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	78	62	83	81	77	86
2012	NA	NA	84	62	81	81
2013			NA	NA	80	81
2014					NA	NA

#### **Goal 4: Comparative Measure**

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

#### **Method**

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

#### **Results**

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing the Global History Regents for the 2009 and 2010 cohorts. The passing percentage for Tapestry's 2011 cohort reflects stability over the last few years, and is undoubtedly higher than the district's rate.

#### **Global History Passing Rate of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	89	80	59	2630
2010	86	71	57	2534
2011	86	77	NA	NA

#### **Evaluation**

As stated in previous sections, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry's

performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of BPS outcomes.

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov), the statewide percentage of students passing the Global History Regents is 78 percent for the 2009 and 2010 cohorts. Tapestry's rate of passing was higher than the state average.

### **Additional Evidence**

Results for the 2012 cohort are already above eighty percent, exceeding the accountability goal and typical BPS levels.

### **NCLB**

#### **Goal 5: NCLB**

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

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

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

### **Method**

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

### **Results**

Tapestry's NCLB status for 2014-2015 is "Good Standing" – this measure was met.

### **Evaluation**

The measure was met with a status of "Good Standing" for 2014-15. Tapestry has had a status of "Good Standing" from 2003-04 to the present. In addition Tapestry was given the distinction of "High Performing/Gap Closing/District" for the 2005-06 school year.

### NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

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

### Goal 6: Absolute Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

### Method

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

- Students are required to take four years each of English and Social Studies, and are expected to take four years of Math and Science, though only three years of Math and Science are formally required by NYS Commissioner's Diploma Requirements.
- Math options include Integrated Algebra (taken as a one or two-year course), Geometry, Applied Geometry, Algebra 2/Trigonometry, Financial Math, Pre-Calculus, and Calculus. (Math A / B sequence has not been offered since 2009.) The Pre-Calculus course has been approved for college credit as of September 2012, following the accreditation of the instructor by Erie County Community College.
- Science course options include Regents Living Environment, Regents Earth Science, Chemistry, and Physics. During the 2010-11 and 2011-12 years, a college credit Chemistry course was offered in cooperation with Niagara University and in lieu of a "regents" Chemistry option. The Science Department coordinator is an adjunct professor at NU and was approved to offer college credit for the course taught at Tapestry. During 2012-13 her position was changed to Instructional Coach and her replacement is in the process of seeking approval for college credit from NU.
- Students are required to take at least one year of Spanish/LOTE, though they are encouraged to continue for at least three years, through the exam required for the Advanced Regents level.

-- Arts courses (Visual Art, Music, Theatre, Dance) are offered as a requirement for a half credit in both ninth and tenth grade. A variety of Art electives are available in eleventh and twelfth grades for a full credit yearly. Unless a student is scheduled for academic electives, including the Honors Program Seminar, students are automatically scheduled for art yearly, typically going beyond the one required credit to three.

-- Physical Education is required to be taken for ½ credit yearly, and Health is required for ½ credit, offered in junior year.

-- All students are required to take Crew for ½ credit yearly. This small advisory group structure includes introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relations and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

## Results

Given the rigorous academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the strong program of academic support that is provided for students to reach those expectations, course passage necessary for promotion is expected for all students at least by the end of the Summer School Program. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course. In summers of 2011 through 2015 it has been possible for students to take up to three summer school courses through Tapestry Summer School Program or prepare for up to two failed Regents exams through the Buffalo Public Schools.

### Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2011	77	99
2012	81	100
2013	80	98
2014	83	98

## Evaluation

The goal of course promotion and credit accumulation is being met at a high level, substantially exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff support. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected parent attendance at Student Led Conferences at least once yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child's education and they accept the invitation at a very high rate. In the 2014-15 year, 96 percent of families attended the first trimester conference. Resources for further instruction are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

## Additional Evidence

A consistent pattern of course success has been noted, with a high level of engagement in summer program offerings. Tapestry's summer course recovery and Regents preparation program has been offered since 2010 for credit recovery in English 9, 10, and 11, Global History 9 and 10, Integrated Algebra, and Living Environment, with Regents exam re-takes available this year in Global History, Integrated Algebra, and Living Environment, adding US History and Algebra 2/Trig for the first time this year. Students are also being referred to the Buffalo Public School Summer Program for Regents exam preparation in English, Global History, US History, Living Environment, Earth Science, Integrated Algebra, Common Core Algebra I, and Geometry.

During the summer 2015, there were 126 students involved in summer program, with seventy-seven (77) students in attendance at Tapestry's program at Health Science Charter School and forty-four (44) students in Regents preparation in Buffalo. A few additional students attended a one-day preparation for a repeat of their sophomore Passage Portfolio requirement. During the summer of 2014, the numbers had been similar, with a greater number attending BPS and fewer at Tapestry's program. Programming ranged from attendance in classes and the re-administration of the Regents exams by our regular teaching staff to completion of a teacher prescribed project under the supervision of faculty and AmeriCorps members.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

### Results

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

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	78	64 (90)
2012	84	67 (83)
2013	80	59 (NA)

## **Evaluation**

In the 2008-09 Accountability Progress Report, it was stated that Tapestry fully expected the percentage of the 2007 cohort who had passed three Regents to rise significantly by the end of their third year. Indeed, by summer 2010, the percent of the 2007 cohort passing three Regents did rise from 71 percent to 96 percent, including all students served by special education services. Similarly, in each year since then, the number of students passing three Regents has gone up dramatically, students have remained enrolled at the school, and the graduation rates remain strong.

The rate for the 2013 cohort, that just completed sophomore year, is now at only 59 percent, with some notable concern regarding the rate of passing the new Common Core Algebra Regents, in particular. In spite of this dip, presumably related to the lack of familiarity with the new exam, Tapestry staff has complete confidence that students will be successful with our remediation plan for Algebra.

These results rather accurately reflect the struggle that many Tapestry students have upon entering high school. Tapestry has typically entered approximately 40 percent of its students from the Buffalo Public Schools, which are chronically underperforming. The measures of students' reading upon entry reveal a significant portion of children who are below grade level. In the recent cohort groups, approximately 60 percent of the entering students measured below proficient on the Scholastic Reading Inventory at the time of their intake. Based upon the available results of the NYS Grade 8 testing, more than half of the Tapestry entrants scored below mastery as Levels 1 and 2 before entering high school. At Tapestry it is believed that a quality educational experience is not a function of speed or negative pressure. Hard work and perseverance will translate into achievement and graduation. This belief is strongly communicated to students and families, and it pays off over time. Several students have been applauded for passing the Integrated Algebra and/or Global exam on their fourth or fifth try.

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

## **Additional Evidence**

During the last four school years, Tapestry has continued to contract with the Castle Learning Program to allow students individual access to practice Regents questions and exams online. In this online assessment prep program, hints are provided when students answer incorrectly, with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available

at school, as well as from home. This resource has been heavily used and will continue to be available in 2015 - 16.

#### **Goal 6: Absolute Measure**

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

#### **Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

#### **Results**

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

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

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

already repeated grade 9. One other student joined Tapestry in grade 11 and only attended school for less than a week before refusing to continue school.

In the 2009 cohort, two students had been retained in grade 9 and continued through 2013-14 as seniors. One of those students graduated with a local diploma and the other left school mid-year with poor attendance and a lack of credit related to course failure.

Of the three students in the cohort of 2010 who did not graduate, one special education student who had repeated ninth grade just now completed senior year credits in 2015, with one Regents still remaining to be passed. The other two students were recent refugees who entered Tapestry during the 2013-14 year with significant ESL needs: one, age 19, recently arrived from Iraq and one, age 18, recently arrived from Burma via a refugee camp in Thailand. Both of the ESL students pursued specialized programming available in Buffalo for refugees, including English language instruction and vocational training through the local community college.

In the 2011 cohort, there were eight students out of eighty who did not graduate in June, though one of those students completed course requirements in the summer, and was granted a diploma in August. The circumstances of the seven students who did not graduate by August are as follows:

- One advanced regents diploma candidate spent what would have been her senior year in an exchange program in Austria through Rotary Club. She had more than the minimum number of required credits and Regents exams for a regular Regents diploma, but she has chosen to come back to complete a senior year experience in 2015-16; Tapestry was informed that she would count against our graduation rate for 2015 in spite of the circumstance. She will graduate in 2016.
- One refugee from Burma who came to the US during high school is continuing into what he considers his senior year for 2015-16. He was proud to be granted citizenship last year. He will graduate in 2016.
- One student, age 19, was provided ESL services for several years and during high school was also classified by the Committee on Special Education, and was hospitalized several times related to her bipolar disorder diagnosis. She never earned more than scores of 30s on two of the Regents exams, in spite of multiple attempts with her accommodations, medications, and translation materials. It was determined that referral to ACCES-VR for adult disabilities services was most appropriate.
- One student served by the Committee on Special Education moved out of the home of her adoptive parents and into her sister's home in another district during senior year, at which time her attendance fell off and she became pregnant. Graduation is not expected.
- Three other non-graduates were students with significant defiance and mental health issues, who were not successful in spite of many hours of attempted school interventions and community services. One spent time in jail and did not resume school, and two have already completed diploma equivalency programs, and are now in attendance at community college.



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

Cohort Designation	Number in Cohort	Percent Graduating
2009	82	90
2010	71	96
2011	80	91

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	81	94
2009	82	91
2010	71	96

## Evaluation

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

### Goal 6: Comparative Measure

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

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>27</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## Results

The percent of Tapestry students in the 2011 cohort who have graduated far exceeds the percent graduating in the Buffalo Public School district. According to state reports, Tapestry has also substantially surpassed the average NYS graduation rate of 75 percent in 2013 and 76 percent in 2014. NYS summary data was not available for the current graduating year.

<sup>27</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	82	90	2629	56
2010	71	96		N/A
2011	80	91		N/A

### Evaluation

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

### Additional Evidence

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

### Summary of the High School Graduation Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
	Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve (always achieve by year #3)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

## **Action Plan**

Tapestry Charter High School continues the emphasis on academic rigor. The school culture of academic focus and college preparation is now solidly established. Real world learning, including fieldwork and the creation of meaningful quality products, has led to a strong rate of student engagement. An Honors Extension Program has engaged a wide-range of students in an intellectually challenging course of study beyond the typical Regents course offerings. Formal partnerships with Canisius College, Niagara University, and Erie County Community College have allowed students access to college courses. Bryant and Stratton is beginning a partnership with Tapestry during 2015-16 that will engage several seniors in courses for college credit on their campus.

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

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

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

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

### Goal 7: Comparative Measure

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

### Method

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

### Results

The average scores of Tapestry Charter High School students were below the state average but within one standard deviation of the mean in both Critical Reading and Mathematics. There appeared to be a slight growth in the average score for Tapestry students in both areas assessed.

### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	82	71	35.9	41.5 $\pm$ 9.9	34.1	42.1 $\pm$ 11.2
2013-14	84	70	35.0	41.1 $\pm$ 10.5	33.3	42.8 $\pm$ 10.8
2014-15	80	75	36.6	40.5 $\pm$ 10.3	35.4	42.4 $\pm$ 11.1

### Evaluation

Though the Tapestry PSAT average was below the state average, Tapestry Charter High School students scored on average well within one standard deviation of the mean for all students in NYS, according to the PSAT state summaries reported for 2014-15 sophomores. This result supports the continuation of the targeted assistance Tapestry has provided to students for PSAT and ACT

preparation. In past years, the results of the PSAT were item analyzed and shared with teachers and patterns of student weaknesses were identified. Based upon this analysis, the English and Math Departments incorporated routines into classes that included SAT vocabulary and problem solving strategies, for example. The individual students' results were also shared with parents/guardians in the context of the Student Led Conferences during the school year, with further individual consultation offered by the guidance department. Tapestry's relationship with Liberty Partnership through Buffalo State College, and the use of Castle Learning online SAT prep program, have both provided PSAT preparation to students at no cost.

### **Additional Evidence**

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

#### **Goal 7: Comparative Measure**

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

### **Method**

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

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

### **Results**

As noted in the section reporting PSAT results, Tapestry students have not earned scores that exceed the New York State average, although they have performed within one standard deviation of the state mean in both Critical Reading and Mathematics. As noted with the PSATs, there has been slight growth in the average scores for both areas assessed, which is encouraging.

### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	80	77	398	483 + 114	392	500 + 119
2013-14	71	57	403	485 + 115	381	501 + 120
2014-15	77	65	415	488 + 114	398	502 + 120

#### Evaluation

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

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

#### Additional Evidence

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

#### Goal 7: School Created College Preparation Measure

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

#### Method

The importance of this goal cannot be over-stated. To serve this need, Tapestry has hired a second full time school counselor beginning in September 2015. The counselors and their office assistant will support and expand the efforts that have already been established.

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

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

#### COLLEGE VISITS:

Tapestry Charter High School arranges regular opportunities for students to visit college campuses locally and within the broader geographic region of Western NY and Northern Pennsylvania. In addition to the arrangement of smaller group visits to campuses, full grade level groups visited local colleges as part of "Expedition Mondays" during the school year, with a connection drawn to the Naviance program access that the school is sponsoring for individual students from ninth grade. During 2014-15, all freshmen visited Niagara University, all sophomores visited Canisius College, and all juniors visited Buffalo State College, accompanied by the grade level teacher teams, including the students' Crew leaders, with campus tours and discussions arranged specifically for Tapestry students. The Accountability goal of two campuses visited by junior year is met for 100 percent of Tapestry High School students.

During senior and junior years, thirty to forty college representatives visited Tapestry students and all students attended college fairs. The Western New York College Consortium visited Tapestry onsite for an afternoon, including approximately 15 schools, such as the St. Bonaventure, Niagara University, D'Youville College, Daemen College, SUNY Fredonia, Erie Community College, UB, and Buffalo State.

#### PERSONAL COLLEGE PROFILE:

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

#### APPLICATIONS COMPLETED:

During 2014-15, 100 percent of seniors applied to at least one two- and/or four-year institution of higher learning. Seventy-two seniors (90 percent) applied to four-year programs. All interested

students were accepted to a college setting. Fifty-six students (74 percent) were accepted into four-year colleges. All eligible senior students applied for the Say Yes to Education tuition funding available for public schools students in Buffalo.

## Evaluation

Thanks to the skilled School Counseling Department, the college preparation goal was enacted enthusiastically. All teachers at all grade levels have embraced the role of encouraging college aspirations. College visits and college fairs were attended. Most students by tenth grade had a chance to experience at least two colleges. The counselor prepares students prior to the visits with an orientation and discussion of purpose, and an organizational system to keep track of students' observations. During high school, all students were provided with copies of their own personal transcripts and, as necessary and appropriate, their attention is drawn to the gap between actual and required performance in courses and test scores.

During the 2014-15 year, Tapestry continued its investment in an online college preparation and student profile program called Naviance. This online resource allows each student to develop and maintain a personal profile, including interest assessments and college match programs, along with a resume builder and extensive information about the process of college preparation and application. Parents can tap into their child's online site and learn about options and their own child's progress in the college preparation and selection process. Individual meetings were scheduled with all students prior to senior year to complete a Personal College Profile that outlines students' college and academic interests with attention paid to the development of personal action plans. Students were also provided with college scholarship information. Before the end of the year, 100 percent of the 2010 cohort had completed their profiles. SAT and ACT sign ups had occurred and students were directed to resources that could provide help with the process.

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

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER



## Method

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

## Results

The rate at which Tapestry students met the Aspirational Performance Measure was below the statewide average. Improvement has been noted, however, and efforts to engage students in this goal will continue.

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>28</sup>

Cohort	Charter School	Statewide <sup>29</sup>
2009	14	37.2
2010	10	38.1
2011	19	N/A

## Evaluation

Tapestry did not meet the Aspirational Performance Measure for the cohort of 2011, although the percent of student meeting the goal increased from 10 to 19 percent. The result is not surprising, given that the announcement of this measure occurred only in 2012. Now that the expectations are clear, and the explanations have been provided, the teachers, students, and families of the cohorts of 2011 and beyond are aware that the bar has been raised for ELA and math, and students will retake Regents exams if they fall short of the expected measures in both areas. Continued growth is anticipated.

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

<sup>28</sup> Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>29</sup> Statewide results for the 2011 cohort are not yet available.

## Method

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

## Results

Tapestry students have graduated with Regents diplomas with advanced designation at a rate of between ten and twenty percent, which exceeds the local district rate based upon available results from the cohort of 2009.

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>30</sup>

Cohort	Charter School	School District <sup>31</sup>
2009	12	7
2010	10	N/A
2011	13	N/A

## Evaluation

Data from the district is not readily available for the most recent cohorts. Based upon information from 2009, Tapestry has met the measure. The statewide rate is 31 percent, however, and Tapestry is not meeting the state average.

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

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

<sup>30</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>31</sup> District results for the 2011 cohort are not yet available.

General programming at Tapestry is designed to expose students to real world application of learning and thoughtful community-based experiences. Among the diverse population of students enrolled, many are ready for more advanced work than Regents provides, and all students have options from which they can choose for that purpose. Those options include the Honors Extension Program, courses at Tapestry for college credit, and courses taken on local college campuses.

## Results

Though Tapestry does not endorse the goal of 75 percent of students passing college level courses, regular access to college material is formally provided through partnerships with Canisius College, Niagara University, and Erie County Community College. Though Tapestry has had three teachers who were approved to offer courses in the Tapestry building that have potential to earn college credit through NU or ECC, two of those teachers are no longer teaching upper classmen, which reduced the rate of passing a college equivalent class. One teacher will be providing college credit for Spanish for the first time this year. Tapestry also has an active partnership with Canisius College that encourages students to take courses on their campuses at a low cost, and five are doing so this fall. Bryant and Stratton is beginning to offer college courses for credit this fall on their campus for Tapestry students, and several students have enrolled.

### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>32</sup>
2009	74	32
2010	68	21
2011	76	3

## Evaluation

While Pre-Calculus and Chemistry were offered for college credit in-house, almost one third of each cohort participated and succeeded in one or more college course options. For the 2010 cohort, there was a change in the Chemistry instructor and only Pre-Calculus was available, bringing the participation rate to 21 percent. Tapestry was pleased with that result overall, as a companion to the high rate of graduation. In addition to access to college course involvement, all students are eligible to participate in the Honors Extension Program that includes a full credit seminar course of advanced reading and research yearly from tenth through twelfth grade, with additional requirement of the program for participation in community engagement activities. In 2013 and 2014 the Honors Extension Program was offered to entering ninth graders, and began in the fall rather than spring.

In the 2015-16 school year, there are stronger and more affordable connections being made for students to the Canisius College campus courses and to courses on the Bryant and Stratton campus. Over the summer, two students participated in summer classes at Canisius; this fall, four new

<sup>32</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

students are enrolled in regular courses, including two students participating in college's Honors Program. Additionally, this semester nine Tapestry seniors will be taking classes at Bryant and Stratton. Both programs expect increased demand in the future

**Goal 7: School Created College Attendance or Achievement Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**Method**

During the 2014-15 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse function.

**Results**

In the 2011 cohort, fifty-six students (74 percent) were accepted into four-year institutions of higher education, which slightly exceeds the rate of 72 percent for the cohort of 2010.

All the remaining graduates applied to and were accepted in two-year schools. Data from the Naviance tool from July 2015 revealed the college enrollment starting with the 2006 cohort. Of the 198 graduates from the classes 2010, 2011, and 2012, ninety-five students (48 percent) were enrolled in four year programs and sixty-three students (32 percent) were enrolled in two year programs, totaling 80 percent of the graduates enrolled in higher education within their first year after high school.

Additional data from the National Clearinghouse revealed encouraging information about Tapestry graduates after 2 full years in college. According to the data, 52% of the 2010 graduating class (cohort 2006) are still enrolled in college after two years, including 27% in a 4 year program. For the class of 2011, these numbers were similar: 50% of students in both years are still enrolled in college after two years, with approximately 30% still enrolled in a 4 year program. The class of 2013 revealed similar data: 47% still enrolled; 25% in a 4-year program.

**Evaluation**

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

**Summary of the College Preparation Goal**

Overall, Tapestry students appear to have accepted the relationship between academic effort and successful progression through high school toward college and careers. Students are consistently accessing the extra academic supports available to pass classes and Regents, and Tapestry students' rates of Regents passage and credit accumulation are quite positive. Now that new levels of

success have been established for College and Career Readiness in ELA and Math, conversations about true college level skills have progressed, and students are aiming higher.

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

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

Tapestry is thus far encouraged by the rate of graduates' college continuation two years past graduation. Results indicate that a large number of graduates are continuing enrollment, and we are awaiting the updated data regarding four-year graduation outcomes. Moreover, we continue to work with students to develop the skills required to navigate through college in order to see success beyond.

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

### **Action Plan**

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

## **APPENDIX B: OPTIONAL GOALS**

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

### **Goal S: Parent Satisfaction (K-8)**

**Tapestry will maintain strong family supports and commitment.**

### **Goal S: Absolute Measure**

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

### **Method**

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

### **Results**

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

### **2014-15 K-8 Parent Satisfaction Survey Response Rate**

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

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

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

#### Evaluation

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

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

#### Goal S: Parent Satisfaction (High School)

Tapestry will maintain strong family support and commitment.

#### Goal S: Absolute Measure

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

#### Method

The high school parent satisfaction survey was first developed in 2007, with input from the Principal's Advisory Group comprised primarily of parents, with some student and faculty representation. Areas of interest included parents' impressions of administration, instructional quality, school safety, school culture, and the overall high school program. At that time, there was interest in developing a measure that was short and simple enough to be completed quickly at the time of December Student Led Conferences (SLC) when parent attendance was very high, with opportunity in the survey for anonymity as well as an option for free response comments. The

participation each year has been reasonable, but improved with the transition to a computer-based format completed while parents/guardians were at school. In fall 2010, a 51 percent response rate was achieved from 153 families. The aim in 2011 was for a higher rate of participation, and steps were taken to structure the SLC meeting differently and to have a laptop computer available for the survey in the room with the student and parent/guardian, to ensure that teachers obtained input from as many families as possible. Indeed 84 percent of families responded to the computer-based survey, and results were highly favorable. In December 2012, 96 percent of the enrolled students were represented by an adult family member at the Student Led Conferences. This was the best rate of family participation since the school opened. Almost 240 families, or 79 percent, completed the survey at the time of SLCs (NOTE: twenty-five families have siblings in the school). In December 2013, once again the rate of family participation was very high, and 230 surveys were completed, representing 80 percent of families, given the number of siblings enrolled.

In December 2015, attendance at SLCs was again excellent, and the rate of completion increased to two hundred and forty families.

## Results

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

### 2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
240	295	81%

### 2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter High School	99
Impression of administrative management	98
Impression of instructional quality	99
Impression of school safety	98
Impression of school culture/atmosphere for students	99

## Evaluation

The response rate was very good with the Survey Monkey computer format administered on laptops provided by Crew leaders during the Student Led Conferences. With 81 percent of parents participating in the survey, it was encouraging to have such a strong endorsement of parent satisfaction with the various aspects of the program. When asked if they would recommend Tapestry to family or friends, ninety-nine percent responded, "Yes." Heartwarming personal comments were shared with the faculty at Monday morning meeting.



**Goal S: Absolute Measure (High School)**

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

**Method**

Student enrollment is closely monitored. Careful counts are maintained.

**Results**

There is relatively little student transience and the accountability goal was met. The school counselor or a member of the administrative team has contact with each individual who leaves in order to ensure a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts were made to intervene for a more positive outcome.

**2014-15 Student Retention Rate**

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
319	69	243	97%

**Evaluation**

The student retention rate has remained relatively stable, with modest improvement noted. Tapestry will continue to closely monitor enrollment.

**Additional Evidence**

Year	Retention Rate
2012-13	94
2013-14	93
2014-15	97

**Goal S: Absolute Measure (K-8 program)**

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

**Method**

In Tapestry Charter School, students' homeroom teachers using the computer-based PowerSchool attendance tracking system report attendance. In each building, students arriving late to school are buzzed in and are required to sign in with the late-sign-in table or the front desk secretary. Changes or corrections are reported to the front office.

## Results

The daily attendance rate of 94.1% was just below the target for the K-8 program.

### 2014-15 Attendance

Grade	Average Daily Attendance Rate
1	93.4
2	94.4
3	95.2
4	95.4
5	93.8
6	94.3
7	92.3
8	93.9
Overall	94.1%

## Evaluation

The daily attendance rate of 94.1% was just below the target for the K-8 program.

## Additional Evidence

Year	Average Daily Attendance Rate
2011-12	95%
2012-13	94%
2013-14	95%
2014-15	94.1%

### Goal S: Absolute Measure (High School)

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

## Method

In Tapestry Charter School, attendance is reported by students' homeroom teachers using the computer-based PowerSchool attendance tracking system. In each building, students arriving late to school are buzzed in and are required to sign in at the late-sign-in table or the front office. All latecomers without approved excuses are assigned to after-school detention. The absence list is printed out and available to all teachers to check during the day. Changes or corrections are reported to the front office.

## Results

Average daily attendance overall in the high school is 93.4 percent, which is slightly lower than the target goal of 95 percent. Rates are actually slightly lower in grades 9 through 11 than those grades were in the previous year, although the rate of attendance for the seniors was better than last year's senior class.

**2014-15 Attendance**

Grade	Average Daily Attendance Rate
1	93.4
2	94.4
3	95.2
4	95.4
5	93.8
6	94.3
7	92.3
8	93.9
9	93.5
10	93.3
11	93.2
12	93.7
Overall	93.8

## Evaluation

It is disappointing to note that high school attendance dipped slightly overall in spite of aggressive efforts to address attendance. It should be mentioned that the rate of absence was greatly affected by a relatively small number of students who were chronically absent.

Tapestry High School had instituted stricter policies for intervention to be implemented earlier in the school year, and personalized letters were sent home to all students to notify them of the school policy and the expectation for improvement. This policy was highlighted in the Intake process for all entering students. Crew leaders are aware of the concern with school-wide attendance, and will continue to actively monitor progress toward the goal. Special attendance meetings were incorporated into the Student Led Conferences for students with high rates of absence and tardiness.

### Additional Evidence

Year	Average Daily HS Attendance Rate
2012-13	94.3
2013-14	93.8
2014-15	93.4

## APPENDIX C: SUPPLEMENTARY TABLES

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

### **\*HIGH SCHOOL: ENGLISH LANGUAGE ARTS AND MATHEMATICS**

#### **Growth Measure**

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

#### **Method**

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

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

It should be noted that Tapestry uses the Lexile scores of the SRI, since the term “Lexile” is encouraged for use with teachers in selecting instructional materials and with students and parents in reflecting upon personal reading choices and personal growth. Testing is designed to inform instruction, and results do suggest strengths and weaknesses that are addressed by staff in a variety of ways. Growth is measured and the pre- and post-testing is reported here.

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

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

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

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

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

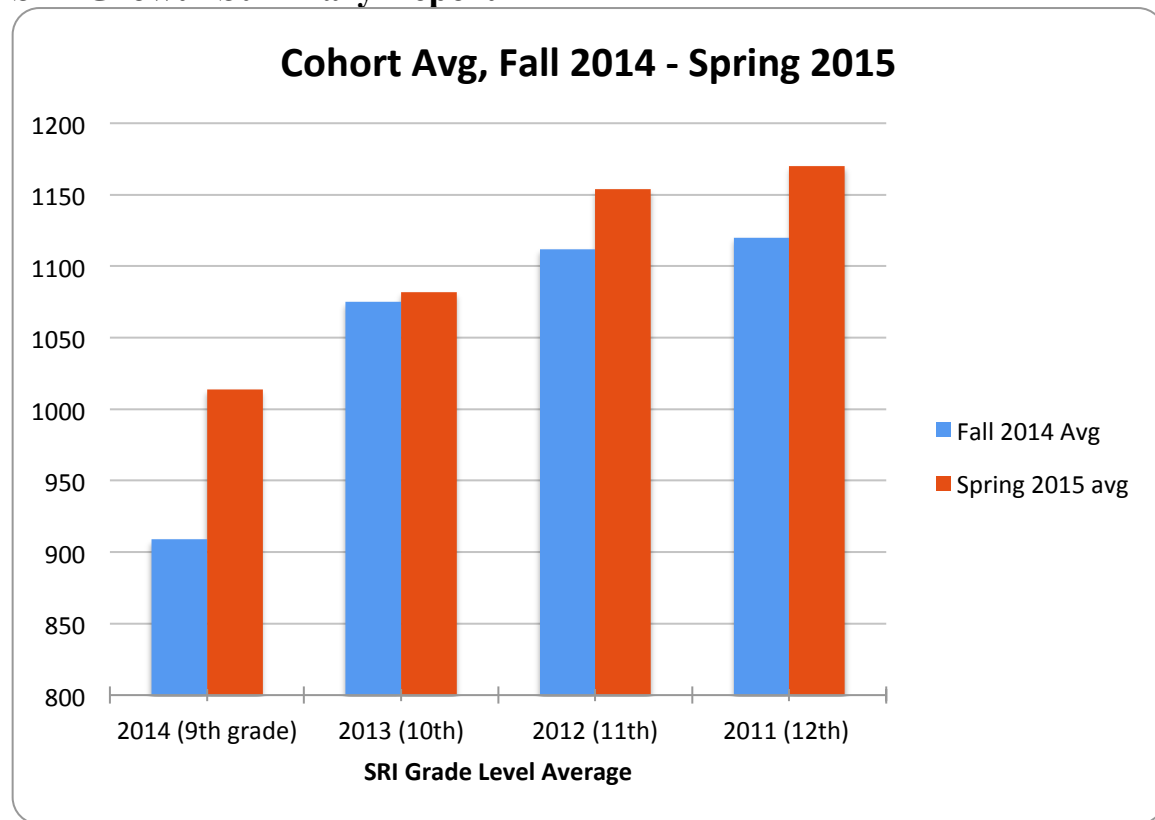
**Below Basic:** Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly “below Grade Level.” Intervention is recommended.

(Source: Scholastic Reading Inventory Educator’s Guide)

## Results

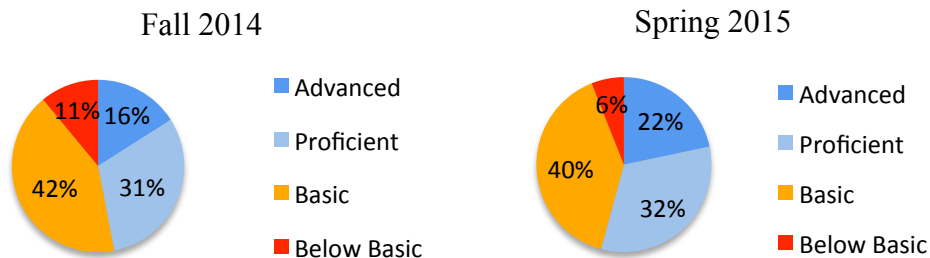
In 2014-2015, 279 students in grades nine to twelve were enrolled in the SRI testing program for pre- and/or post-testing. Individual student results were shared with Crew leaders and subject teachers in the fall, and with families and students at the time of Student Led Conferences in December. Most students were tested twice between May 2014 and June 2015, producing data that reflects upon relative growth at each grade level over time. For the purposes of this report, the data reflects results of students who were measured in each administration season. The information and comparisons provided were very useful to the school as a whole and to the support services team, charged with serving the needs of the students at risk of not making adequate academic gains and of not graduating.

## SRI Growth Summary Report

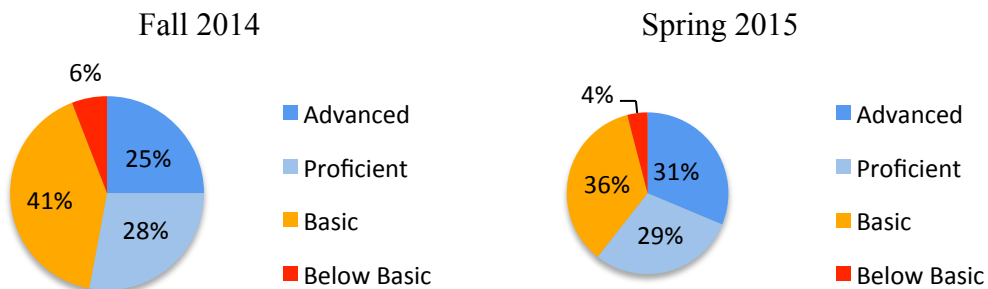


## Student Growth Trends on the SRI 2014- 2015

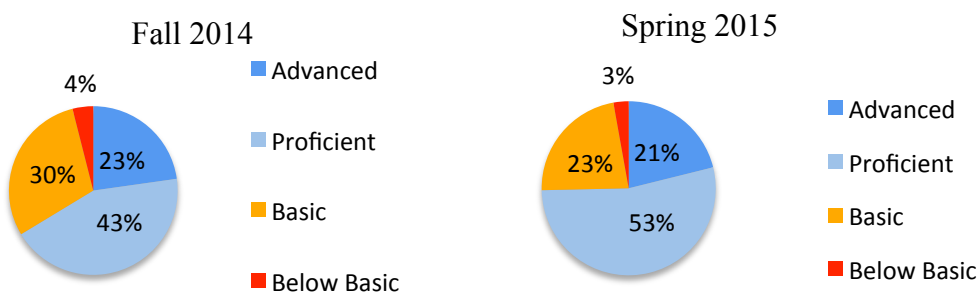
### Cohort 2014 (9<sup>th</sup> grade)



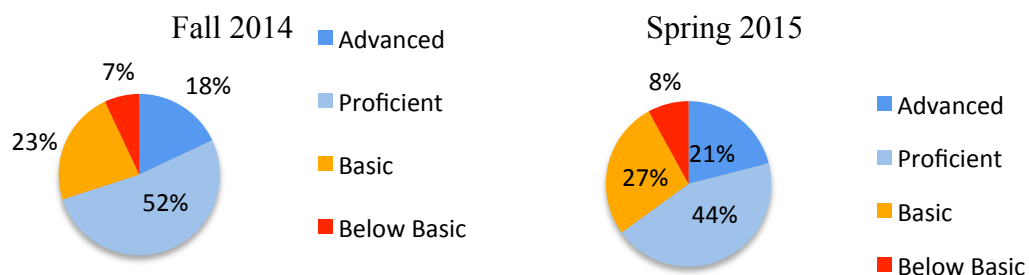
### Cohort 2013 (10<sup>th</sup> grade)



### Cohort 2013 (11<sup>th</sup> grade)



### Cohort 2014 (12<sup>th</sup> grade)





## Evaluation

At the end of the 2014-2015 school year, evaluation using the SRI assessment showed that students made impressive gains in Lexile Ranges. Referencing the Growth Summary Report, the average Lexile for each cohort grade level group showed overall average gains from the fall to the spring. Additionally, each cohort shows strong upward mobility from when they enter as freshman to when they graduate as seniors.

By looking at Student Growth Trends, we see even more important development, as these outcomes relate to specific measurable areas related to students' grade levels and age. Students at the "Advanced" and "Proficient" level are appropriately equipped to handle the rigors of their particular grade level; students who fall below into the "Basic" and "Below Basic" will struggle with reading materials—regardless of the subject areas. As noted in the *Student Growth Trends on the SRI 2014- 2015*, the majority of students at Tapestry—most who enter from other schools—enter 9<sup>th</sup> grade below reading proficiency. For the 2014 cohort, this means that the *majority* enters below grade level. By the spring testing, this trend has reversed, with the *majority* of students on or above grade level.

This trend persists throughout students' four years at Tapestry. For example, cohort 2013 entered 9<sup>th</sup> grade at Tapestry with 60% of the student testing at "Basic" or "Below Basic." By the end of their 9<sup>th</sup> grade year, that number dropped to 46%. And by the end of their 10<sup>th</sup> grade year, only 39% were below grade level, including only three students considered "Below Basic" (as incoming freshman, there were 8 students at "Below Basic.")

This trend has been consisted for all cohorts, as students not only increase their reading levels, but they also continue to accelerate even more quickly as they progress from grades 9 – 12. Evidence can be seen in our junior and senior cohorts—both of which started as freshman with the majority of students reading below grade level. At end-of-year testing for juniors, nearly 75% of the cohort was on grade level, with only 3 students at "Below Basic."

## Additional Evidence

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