

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
TAPESTRY CHARTER SCHOOL*

REPORT DATE: JANUARY 14, 2026

VISIT DATE: SEPTEMBER 29 – 30, 2025



Charter Schools Institute
The State University of New York

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SCHOOL BACKGROUND

TAPESTRY CHARTER SCHOOL

65 Great Arrow Avenue, Buffalo, NY 14216 | Grades: 5-12 | Buffalo City School District
111 Great Arrow Avenue, Buffalo, NY 14216 | Grades: K-4 | Buffalo City School District



MISSION

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

TAPESTRY CHARTER SCHOOL BOARD OF TRUSTEES¹

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CURRENT CHARTER INFORMATION

Year Opened: 2001

Serves: Kindergarten – 12th

Chartered Enrollment:
1,090

Charter Expires on:
July 31, 2026

FUTURE CHARTER INFORMATION

Serves: Kindergarten – 12th

Chartered Enrollment:
1,126

Charter Expiration
July 31, 2031

KEY DESIGN ELEMENTS

Rigorous academics with real world learning



Ongoing professional development



School culture of caring



Family and community engagement



Student and family support



Shared leadership



1. Source: The Institute's board records at the time of the visit.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Tapestry Charter School (“Tapestry”) for a period of five years with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 1,126 students. The Institute makes this recommendation as Tapestry meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).²

EXECUTIVE SUMMARY

Since its previous renewal, Tapestry has demonstrated strong growth and performance compared to the Buffalo City School District. Over the charter term, Tapestry expanded its facility by adding a track and football field, with a focus on building space that would serve as a community hub hosting both Tapestry events and other community sporting events. Following the departure of the previous executive director in 2024-25, the board successfully hired a new executive director in June 2025. The board is setting clear directives to the new leader with a primary goal of improving student academic outcomes. Leaders and the board are mindful of the substantial change management occurring in the final year of the term. Tapestry’s longstanding systems help maintain consistency for students, families, and teachers. For example, the school has an advisory system, referred to as “crew,” to help build community across the school. This culture extends across staff members. The school’s established structures, including crew, help to maintain Tapestry’s strong culture across stakeholder groups during a period of transition.

Tapestry worked during the charter term to establish meaningful partnerships with local higher education institutions to recruit certified teachers and to support teachers in the pathway to certification. Tapestry has a partnership with Canisius College to develop a ‘grow your own’ teacher pathway. The program allows Tapestry high school students to experience opportunities that mirror student teaching and observations at the elementary level. The school also partners with Buffalo State University and University at Buffalo as a professional development school, which allows professors to use Tapestry as a learning site. Both universities partner to provide student teaching candidates and teacher residents to Tapestry.

FINDINGS & INFORMATION

Is the school an academic success?

Tapestry is an academic success having met or come close to meeting its key academic Accountability Plan goals in high school graduation, college preparation, English language arts (“ELA”), and mathematics throughout the charter term. Over the term, leaders focused support on building teachers’ skills in reviewing data through regular grade or content team meetings. Leaders prioritize learning walks to provide feedback to teachers to support improving instruction. Tapestry is an intentionally diverse by design school model, and leaders have built structures to more

². SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

closely monitor the progress of student subgroups. While the school closed some gaps between economically disadvantaged and non-economically disadvantaged students over the charter term, leaders recognize that Tapestry must continue to improve instruction to increase equity in outcomes for all student subgroups in a future charter term. The school demonstrates success in the following ways:

- Tapestry outperformed the district in every year of the term by at least 10 percentage points in ELA and three percentage points in mathematics. Further, the school posted mean growth percentiles that exceeded the target of 50 in both subjects in all years with data suitable for analysis.
- Tapestry demonstrated particularly laudable achievement for its 3rd grade students in 2024-25. That year, 59% of tested students enrolled in at least their second year scored at or above proficient in ELA and 53% did so in mathematics.
- Notably in 2024-25, 92% of students in the 2021 Cohort graduated after four years, exceeding the most recently available district results by 18 percentage points.

Is the school an effective, viable organization?

Tapestry is an effective, viable organization. Over the term, the school restructured its team to include a chief operations officer (“COO”) to manage schoolwide operations, finances, and reporting. The school’s board successfully navigated a nationwide search for a new executive director in the fourth year of the charter term. The board continues to closely monitor challenges as they arise and support school-based leaders in effective ways.

Is the school fiscally sound³?

Tapestry is fiscally adequate based on the Institute’s review of the renewal documentation. The education corporation established strong methods of budget creation that consider all departments of the school to develop accurate revenue and expense projections. The education corporation maintained strong enrollment throughout the current charter term. Tapestry’s finance team meets with the board monthly to present an enrollment report and discuss results. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses. Tapestry maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Tapestry demonstrated an adequate financial performance during the current charter term, with net assets of \$7 million and 3 months of cash on hand as of the 2024-25 school year. Within the current charter term, Tapestry completed construction of a track and field on school grounds and made considerable investments in facilities improvements. Given the budget plan presented in the renewal documentation as well as previous years’ enrollment and financial results, the Institute found Tapestry’s proposed future budgets to be reasonable and feasible. The education corporation has maintained adequate teacher-to-student ratios and adjusted when necessary. The board focuses on monitoring the financial needs of the school’s aging facility to ensure Tapestry remains sustainable.

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

EXECUTIVE SUMMARY

If the SUNY Trustees renew the school, are the education corporation’s plans for the school reasonable, feasible, and achievable?

Tapestry’s plans for a future charter term are reasonable, feasible, and achievable. The school plans to implement the same elements of the program that allowed it to meet or come close to meeting its Accountability Plan goals in the current term. Leaders reflect on current systems to support teachers and consistently adjust support systems to ensure teachers are working to close achievement gaps between different subgroups of the school’s diverse student population. Board members expressed interest in continuing their service in the next term.

The future budget in the renewal documentation contains reasonable revenue and expense projections for the proposed charter term given the history of the education corporation. Tapestry currently owns two private facilities to house its Kindergarten – 12th grade programs and will continue to occupy these facilities through the next charter term.



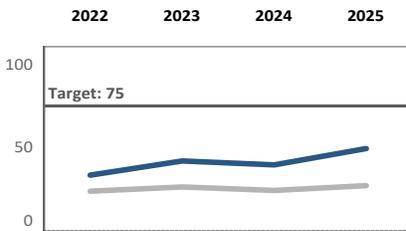
ACADEMIC PERFORMANCE

TAPESTRY CHARTER SCHOOL

Buffalo City School District

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.



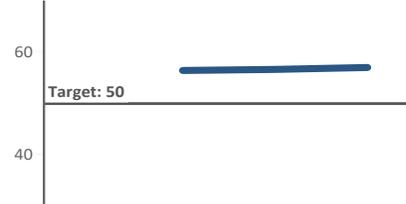
Test Year	Comp Grades	District %	School %
2022	3-8	24	34
2023	3-8	27	42
2024	3-8	25	40
2025	3-8	28	50

Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-8	72.0	-0.27
2023	3-8	68.9	-0.01
2024	3-8	73.6	0.02
2025	3-8	73.8	0.09

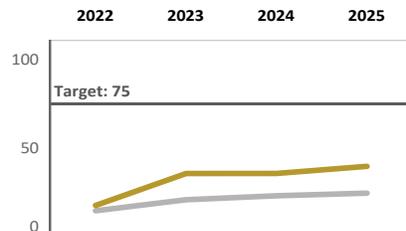
Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	56.5
2024	56.7
2025	57.1

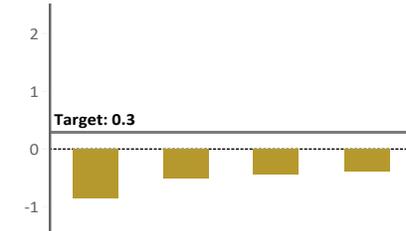
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.



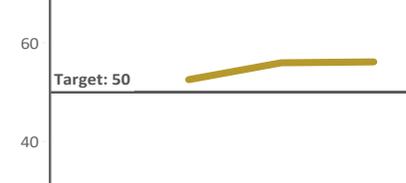
Test Year	Comp Grades	District %	School %
2022	3-8	15	18
2023	3-8	21	36
2024	3-8	24	36
2025	3-8	25	40

Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-8	71.7	-0.85
2023	3-8	68.8	-0.51
2024	3-8	73.6	-0.44
2025	3-8	73.8	-0.37

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



Test Year	School Mean Growth
2022	N/A
2023	52.7
2024	56.1
2025	56.3



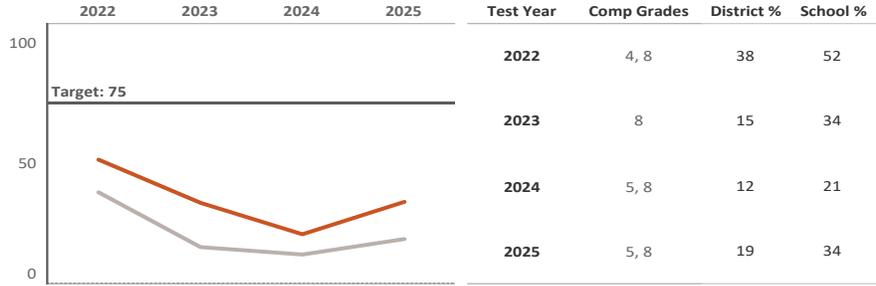
ACADEMIC PERFORMANCE

TAPESTRY CHARTER SCHOOL

Buffalo City School District

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4, 8	38	52
2023	8	15	34
2024	5, 8	12	21
2025	5, 8	19	34

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	436	411	436	425	463	452	481	463
School Tested %	85.8	80.6	87.2	85.2	87.5	85.4	88.9	85.6
District Tested %	82.9	80.4	86.8	86.4	86.1	87.6	86.9	89.0

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	55	46	54	48	63	60	66	67
School % Proficient on Exam	14.5	15.2	16.7	20.8	22.2	16.7	24.2	31.3
District % Proficient	7.2	5.5	9.0	8.1	9.2	10.4	10.6	11.2

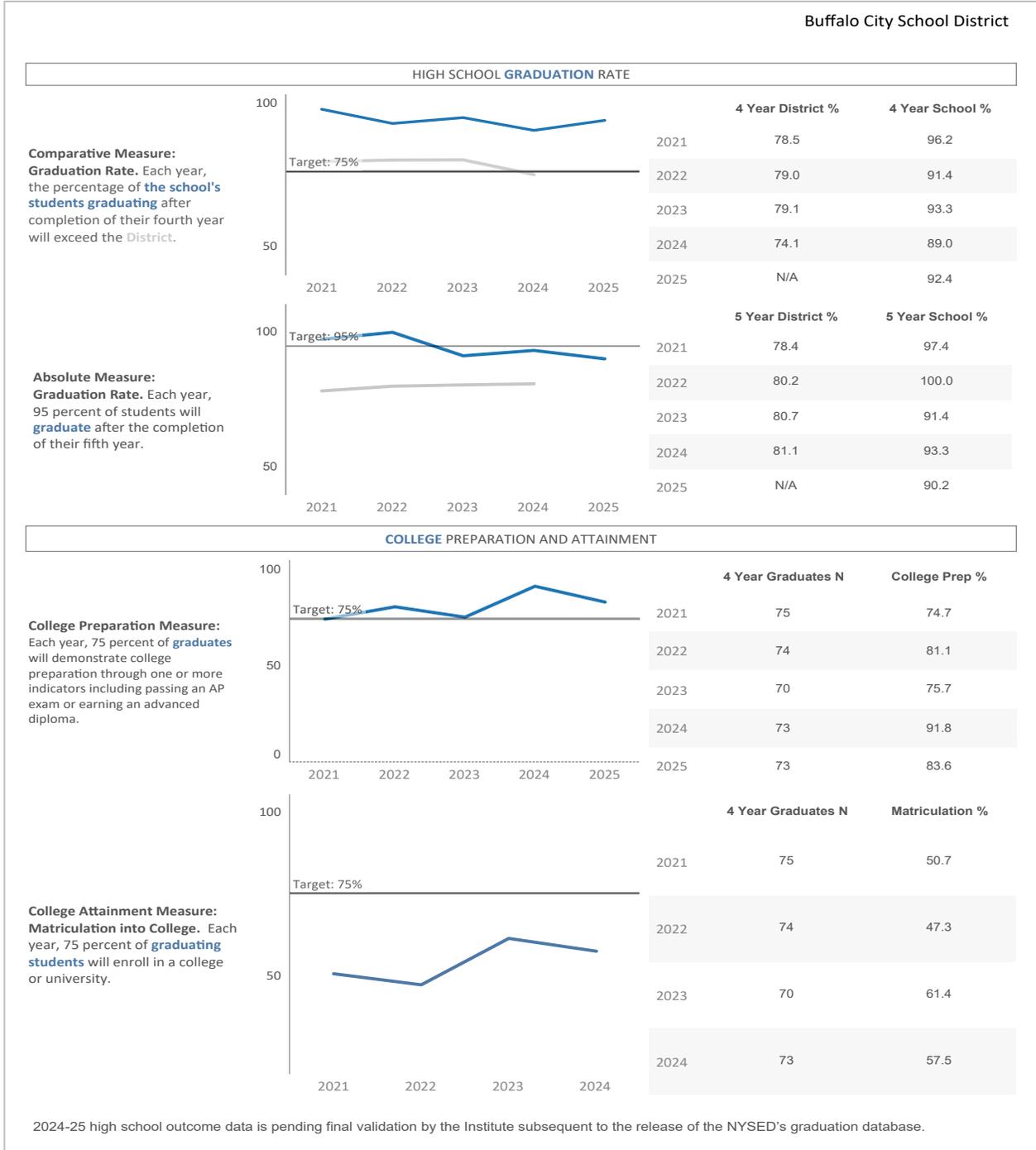
	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	18	22	21	20
School % Making Progress	22.2	36.4	9.5	20.0

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



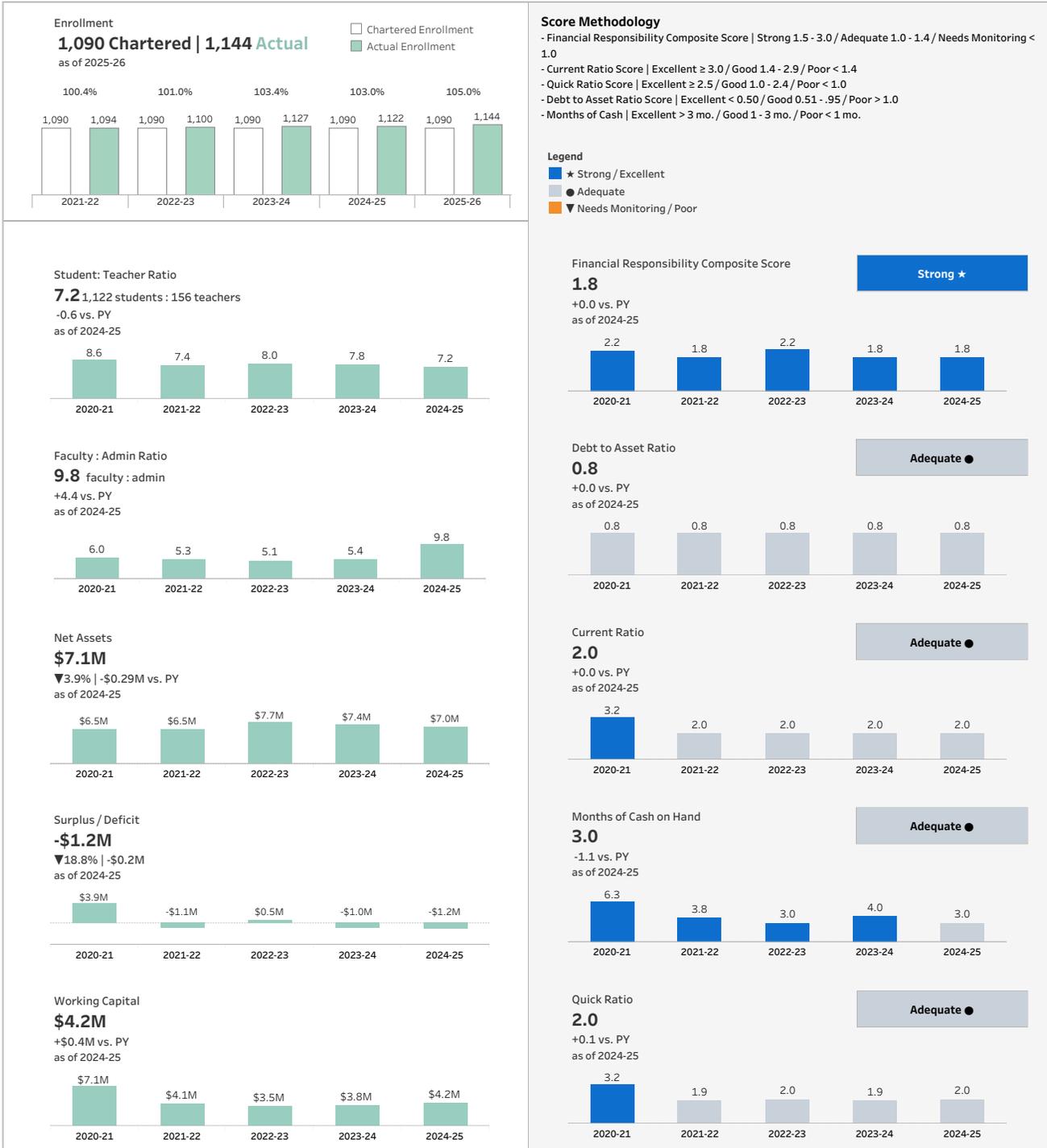
ACADEMIC PERFORMANCE

TAPESTRY CHARTER SCHOOL



FISCAL DASHBOARD

TAPESTRY CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



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

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

Annual Reports

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time, but has not posted all elements of the most recent reports directly on its website on the date of submission as required by the Act. All elements include the August 1st submission, the Accountability Plan Progress Report, and the independent financial audit. The Institute will ensure compliance prior to the start of the next charter term.

Open Meetings Law

While the education corporation appropriately posts the notice, agenda, and minutes for its board meetings, it has not posted the materials under consideration (i.e., resolutions, policies, budgets) at such meetings. The Institute will ensure compliance prior to the start of the next charter term.

Website Postings

While the education corporation has an appropriate Title IX policy, it has not posted the required materials to its website. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charter schools to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the renewal review the school employed 91 lead teachers. Of the 91 lead teachers, 13 were uncertified, which is within the allowable limit under the Act. Twelve of the 13 uncertified teachers met the additional criteria under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

The Institute compiled data from the school’s annual family survey. The school conducts at least an annual survey to gauge family satisfaction. In 2024-25, 12% of families responded to the survey. Of those respondents, 86% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

The nine participants highlighted the clear and consistent communication the school provides as a favorite feature of Tapestry. Families shared they were attracted to the school because of unique activities like student-led conferences and the crew model. Families feel comfortable reaching out to teachers, provide feedback to the school through annual surveys, and appreciate regular updates on student progress. Some participants suggested improvements including more sports programs, more social emotional support for higher grades, and better cultural connections between elementary, middle school, and high school programs.

Public Comments

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

Buffalo Public Schools (“BPS”) held its required hearing on the renewal application for Tapestry on September 16, 2025. The attendees included representatives from BPS, the BPS Board of Education, and Tapestry leaders, staff members, and parents. Tapestry leaders discussed the school’s mission and vision, focus on real world, experiential learning, strong community, and commitment to serving a racially and economically diverse student population. Tapestry also discussed the academic structure and its models to serve ELLs and students with disabilities. The school shared additional information on its academic performance, attendance rates, and financial data. The school expressed interest in partnering with the district in any way possible. Two parents spoke in support of the renewal application, praising the school’s culture, communication, community engagement, and supports. Three school staff members also spoke in support of the renewal application, highlighting their satisfaction with the school, each having been there for 10 or more years, and their appreciation for the school’s strong sense of community and shared

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

vision of success. BPS Board of Education members praised the school for its ability to set and achieve goals. BPS board members asked the school about student engagement for minority students, and the school responded that it sees representation of its diverse student body at community events, meetings, and sporting events. Members also asked about the number of students who return to BPS district schools and expressed concern that the school cannot serve students with certain special education settings that the district must accommodate. The school is providing BPS with additional information about teacher and administrator diversity, testing data, suspension rates, and retention rates for students and staff members. No one spoke in opposition.

Enrollment and Retention

Tapestry makes good faith efforts to meet its enrollment and retention targets, and the school is working on strategies to increase enrollment for ELLs and students with disabilities. The school comes close to meeting the enrollment targets for students with disabilities and economically disadvantaged students and does not meet the target for ELLs. Although the school's 2024-25 retention rates of economically disadvantaged students and students with disabilities do not meet the retention targets, Tapestry's retention rates for the two subgroups are commensurate with the school's overall 2024-25 persistence rate of 87%.

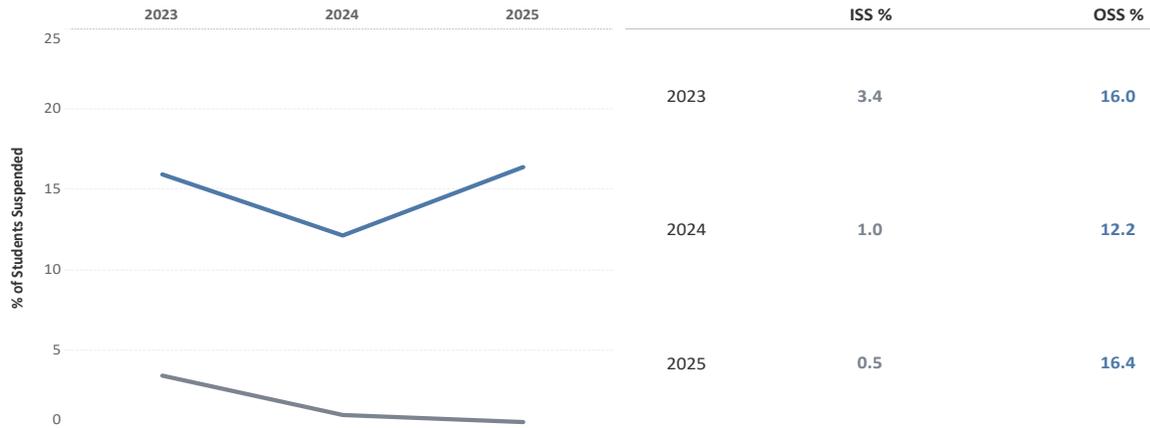
Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 87% of Tapestry students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

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

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Tapestry Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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



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

Year	2023	2024	2025
Expulsions	5	13	5

Tapestry Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	79.7	69.3
	English Language Learners	18.1	2.0
	Students with Disabilities	18.3	13.0
Retention	Economically Disadvantaged	93.2	87.7
	English Language Learners	95.3	94.7
	Students with Disabilities	93.5	86.9

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.

Tapestry

Ax

APPENDICES

PAGES Ax 1-11

SO^A SCHOOL OVERVIEW PAGE Ax 1	BS^B BENCHMARK SUMMARY PAGE Ax 2	SD^C STUDENT DEMOGRAPHICS PAGE Ax 8	FB^D FISCAL BENCHMARKS PAGE Ax 9
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SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	1,090	1,094	100%	K-12
2022-23	1,090	1,100	101%	K-12
2023-24	1,090	1,127	103%	K-12
2024-25	1,090	1,122	103%	K-12
2025-26	1,090	1,144	105%	K-12

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2001-02	First Year Visit	May 29, 2002
2002-03	Evaluation Visit	May 15, 2003
2003-04	Evaluation Visit	February 10 – 11, 2004
2005-06	Initial Renewal	June 16 – 19, 2005
2008-09	Evaluation Visit	May 5, 2009
2009-10	Subsequent Renewal	April 10, 2010
2011-12	Evaluation Visit	December 13 – 14, 2011
2014-15	Subsequent Renewal	March 24 – 25, 2015
2020-21	Subsequent Renewal	November 30 – December 4, 2020
2022-23	Evaluation Visit	April 26 – 27, 2023
2025-26	Subsequent Renewal	September 29 – 30, 2025

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 29 – 30, 2025	Andrew Kile	Director of School Evaluation
	Katy Clayton	Associate Director of School Evaluation
	Kelli Peterson	External Consultant
	Christina Froeb	External Consultant

1. Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

Over its fifth charter term, Tapestry met or came close to meeting its key academic Accountability Plan goals in high school graduation, college preparation, English language arts (“ELA”), and mathematics. Notably at the middle school level, Tapestry demonstrated high growth in ELA and mathematics over the charter term. From 2021-22 to 2024-25, the school increased its ELA proficiency rate by 16 percentage points and its mathematics proficiency rate by 22 percentage points for tested students enrolled in at least their second year.

Tapestry met its graduation goal and came close to meeting its college preparation goal over the charter term. From 2020-21 through 2024-25, the school posted four-year graduation rates that exceeded the absolute target of 75% and the district results. Although the school matriculated students into two- and four-year colleges at rates that fell below the target of 75%, Tapestry demonstrated college preparation for its graduating students through a variety of measures over the term. From 2020-21 through 2024-25, at least 75% of Tapestry’s graduates demonstrated college preparation through methods approved by the Institute including passing a college level course or earning the Regents diploma with advanced designation.

From 2021-22 through 2024-25, Tapestry came close to meeting its ELA goal. In every year of the term with data suitable for analysis, the school’s tested students enrolled in at least their second year outperformed the local district. Notably in 2024-25, the school increased its proficiency rate for tested students enrolled in at least their second year by 10 percentage points from the prior year and exceeded the district results by 22 percentage points. After posting low achievement against its comparative effect size measure in 2021-22, the school improved its performance in the final years of the charter term and demonstrated performance about as expected in comparison to demographically similar schools across New York State. Tapestry exceeded the target for its ELA growth measure in every year of the term with data suitable for analysis.

In mathematics, Tapestry came close to meeting its goal over the term. From 2021-22 through 2024-25, the school’s tested students enrolled in at least their second year outperformed the district by at least three percentage points each year. The school posted mean growth percentiles in mathematics that exceeded the target of 50 each year. In contrast, Tapestry did not meet the target for its comparative effect size measure over the term. The school has the opportunity to demonstrate improved performance against its effect size measure in a future term.

ASSESSMENT

Tapestry has a comprehensive assessment system that generates significant student data, and leaders focus attention on ensuring teachers engage with data in service of improving instruction and student outcomes. The school regularly administers valid and reliable assessments aligned to state standards. In Kindergarten – 8th grade, the school administers NWEA MAP (“MAP”), DIBELS, and mid- and end-of-module assessments from EL, the school’s curricular program. At the high school program, the school administers MAP for 9th and 10th grade students as well as a mock Regents exam for Regents courses, and teacher-created benchmark, interim, and exit ticket assessments. Tapestry leaders make data accessible to teachers, school leaders, and board members. Leaders compile student performance in data trackers, which are shared with teachers.

While the assessment system provides teachers with ample student achievement data, leaders do not yet consistently support teachers to use assessment results to meet student needs. Leaders establish clear structures through weekly grade level meetings, department level meetings, and professional learning community meetings during which instructional staff members analyze achievement data and produce short term action plans to address some deficiencies in student performance. These meeting structures effectively support interim and benchmark assessment review, but are not yet effective in meeting short-cycle or more frequent data review cycles. Each program has established an intervention framework or structure to support students, and data analysis drives placement in specific courses or focus in intervention blocks. However, the school does not have consistency in its structure for which data points trigger intervention and the frequency by which these groupings change.

Leaders do not consistently use assessment results to evaluate teacher effectiveness or drive professional development goals. Leaders do not effectively use assessment data to guide coaching that results in consistent, rigorous lessons. While leaders have the structures for coaching and observation practices, leaders do not effectively support teachers to meaningfully use student data to drive instructional decisions. The school regularly communicates student progress and growth to families and caregivers. Tapestry implements a student-led conference structure where students work to present a portfolio of evidence of their success twice annually.

CURRICULUM

Tapestry's curriculum supports teachers with instructional planning, but alignment and execution varies across grade levels. The school's curricular framework provides a fixed, underlying structure aligned to state standards. In the elementary and middle school programs, teachers use EL Education modules in ELA, Eureka Math for Kindergarten – 6th grade, and Fishtank Math in 7th and 8th grade. The high school program uses a blend of teacher-developed materials and commercial programs including resources from Open-Up and New Visions in ELA and a recent adoption of eMath in algebra I, algebra II, and geometry. In addition to the framework, the school provides teachers with supporting tools to provide a bridge between the curricular framework and lesson plans. Instructional coaches at each program level develop pacing guides aligned to state standards. These tools and supports provide a framework for what to teach and when with built in structures that allow flexibility for teachers to adapt materials based on student needs.

Tapestry has an effective process for selecting, developing, and reviewing its curricular documents. School leaders regularly engage in an internal curriculum audit to review and analyze the effectiveness of the school's curricular programs. A recent audit of the school's mathematics curriculum led to a shift in the mathematics resources for teachers in reaction to feedback from teachers and a review of student results.

Leaders recognize a need to support teachers in planning more purposeful and focused lessons. Instructional coaches collaborate with teachers on a weekly basis to plan lessons and make adjustments. The school provides teachers with lesson plan templates. However, leaders do not have a process in which they provide feedback to teachers about quality. The Institute observed inconsistencies in the quality of lesson execution, which indicates a gap in the process for intellectual preparation and lesson internalization impeding the full effectiveness of the curricular framework in driving purposeful and focused instruction.

PEDAGOGY

The Institute has observed steady improvement in teaching and learning over the charter term, and leaders are working to ensure consistently high quality instruction is evident across Tapestry. Most teachers deliver purposeful lessons, but quality is not consistent across the school. Teachers generally adhere to the school's instructional expectations. Nearly all classrooms use the school's designated curricular resources, include posted objectives, and follow a common lesson flow. Most lessons include objectives aligned to the curriculum, but the clarity and rigor of these objectives vary. In some classrooms, teachers communicate objectives explicitly at the start of lessons, but in others, teachers imply or reference the objectives inconsistently. In subjects and grades with teacher-created materials, objectives often fall short of grade level rigor. Most classrooms have two teachers, and both teachers are active participants in the classroom. Teachers implement a variety of co-teaching strategies and are responsive to student needs.

While teachers employ a range of techniques to check for understanding, including turn-and-talks, white boards, and hand signals, particularly in the lower grades, they do not evenly apply these strategies across classrooms. Some teachers use them regularly to collect meaningful information on student learning, while others rely primarily on raised hands or calling out, which provide limited insight into the learning of all students. As a result, instructional adjustments based on real-time data occur inconsistently across classrooms.

Teachers do not consistently include opportunities to challenge students with questions and activities that develop higher order thinking skills. In some classrooms, teachers incorporate open-ended questions, problem-solving activities, and independent tasks that extend student learning. These opportunities also appear in small groups or during independent work. However, in most classrooms, tasks emphasize procedural or recall-based work, such as copying from the board or responding to rote questions. Leaders recognize the need to improve in this area and are beginning to put structures in place to improve teachers' planning and execution of rigorous instruction.

Teachers make efforts to maximize learning time, with mixed results. In most classrooms, pacing is appropriate and transitions occur smoothly, which helps sustain student engagement. However, in some classes, lessons lose instructional minutes due to slow pacing and transitions. The Institute did not observe consistent evidence of explicitly taught routines and procedures.

INSTRUCTIONAL LEADERSHIP

Tapestry's instructional leadership implements clear systems that have potential for improved teaching and learning. Leaders establish an environment of clear expectations for instruction. The instructional leadership team has the capacity and staffing model to support the development of teachers. Each program level has a structure of a principal, assistant principal, and instructional coaches. Teams have clear systems to coordinate within the program level, and the chief academic officer ("CAO") provides oversight to work in aligning the Kindergarten – 12th grade program. Tapestry leaders demonstrate deep knowledge of instructional practice and a strong commitment to the school's mission. While the school has the capacity and structure in place for instructional leadership, the current efforts do not yield consistently high results for all student subgroups.

Instructional leaders provide systemic coaching and supervision with a goal of improving teachers' instruction. The strategies leader use include regular learning walks, formal observations, and professional learning communities. These structures provide teachers with ongoing feedback and opportunities for development,

and there are clear examples of effective support. However, the quality of these practices varies across the leadership team. Leaders ground their coaching approach in research-based frameworks, which include structured coaching cycles and evidence of student learning. While these structures have potential to improve instruction, leaders do not consistently implement these systems effectively.

Leaders provide opportunities and guidance for teachers to plan curriculum, but these structures vary in quality across Tapestry. Although leaders and teachers engage in collaborative planning, leaders do not leverage this time consistently to support teachers with analyzing student results, reviewing student work samples, or intellectually preparing for instruction. While pockets of success from these structures and meetings exist to produce improved results, leaders recognize a need to improve upon the rigor and intensity of these meetings to support with producing high quality results.

AT-RISK PROGRAM

Tapestry implements clear systems to meet the educational needs of at-risk students, but the school's interventions are not yet sufficiently targeted to close achievement gaps between all student groups. Leaders acknowledge the need to improve equity in outcomes for at-risk students and have taken steps to strengthen the program, including establishing a special education coordinator role for each of the elementary, middle, and high school programs rather than a relying on a single leader to coordinate support across campuses. The school's attention to student needs and communication with the families of at-risk students has improved as a result of this change.

Tapestry uses clear and compliant procedures for identifying at-risk students, including students with disabilities, English language learners ("ELLs"), and students struggling academically. Tapestry implements a response to intervention ("RTI") system to identify and support students who do not make sufficient progress in the classroom based on MAP, reading screeners, and curriculum-based assessments. Teachers also refer students for additional support and discuss concerns during weekly RTI and student support team meetings. Literacy interventionists and classroom teachers monitor progress in six week cycles and work with the coordinators to make determinations about referrals to the district committee on special education ("CSE") when necessary.

Tapestry has a clear program in place for intervention services with some areas in need of improvement. For example, scheduling constraints, staff member capacity, and program alignment limit the impacts of the school's intervention efforts. At the high school program, literacy intervention blocks sometimes conflict with designated time for ELL and resource room services, resulting in missed opportunities for additional targeted support. Similarly, the school's approach to mathematics intervention lacks the level of intervention the school has in place for literacy intervention. While all grade bands have scheduled time such as Bridges or Math Lab to reinforce mathematics instruction, only the middle school designates a mathematics specialist to support with tiered intervention. Leaders' expectations for mathematics intervention periods vary, as do the tools teachers use to gauge progress, hindering the school's ability to identify skill gaps with precision and respond urgently. School leaders recognize the need to strengthen the intervention program. To better support special education students, Tapestry introduced an 8:1+1 special class in the elementary school program in 2023-24 in response to student and family demand, which has evolved into a 12:1+1 middle school class based on enrollment patterns. Over the charter term, schoolwide shifts including implementing direct phonics instruction,

establishing building based coordinator positions, and offering special class settings demonstrate the school's evolving at-risk programming and responsiveness to emergent student needs. Leaders recognize a need to evaluate the current program and determine a long term plan as students age into the high school program.

General education teachers and specialists use effective strategies to support students within the general education program, including multiple integrated co-teaching ("ICT") models, small group instruction, differentiation, and anchor charts. The school increased training to general education teachers to ensure clarity of roles, responsibilities, and expectations for different student support structures, including resource room and literacy intervention blocks. Teachers participate in dedicated common planning time with co-teachers and specialists. Coaches often attend or facilitate the meetings to address challenges and support teachers' lesson preparation. The school provides training and development for general education and at-risk program teachers, including a particular emphasis on co-teaching methods. Special education and ELL teachers also provide general education teachers with strategies and resources to support instruction for at-risk students across the program.

The school monitors the progress and success of at-risk students, leveraging the coordinators at each building to oversee the programs and staff members responsible for delivering services. The coordinators work with staff members, students, families, and one another to ensure a responsive approach to demonstrated needs and effective coordination with the district CSE and leadership team. Standing meeting times and the school's emphasis on collaborative planning ensure ongoing communication about student needs and data sharing procedures to assess progress.

ORGANIZATIONAL CAPACITY

Tapestry's organization works effectively to deliver the educational program. The school establishes an administrative structure with staff members and systems in place that allow the school to carry out its academic program. During the term, the school built out its leadership team to include a CAO and chief operating officer ("COO") to help establish consistency across Tapestry's Kindergarten – 12th grade program. With a COO in place, the CAO has the opportunity to solely focus on developing and improving academics across each program. With this structure in place, Tapestry had a clear succession plan in place with the CAO serving as interim executive director during the executive director search in 2024-25. At each program level, principals have an instructional leadership team with administrative staff to support. Principals sometimes have operational responsibilities, which pulls attention away from focusing primarily on the academic program. With the reorganization during this term, the school has clearly defined roles and responsibilities across the leadership team, and teachers know who to go to for what.

The school has a clear student discipline system in place that teachers consistently apply. The school implements a restorative justice framework with positive behavior interventions in place to support students. The Institute observed minimal behavioral disruptions throughout the school. In lessons with minor disruptions, teachers smoothly managed the disruption and continued teaching the lesson. The school uses an advisory system, referred to as "crew," to help build community across the school. In 2023-24, the school experienced an increase in expulsions due to an influx of new students who had a difficult time adjusting to Tapestry's high expectations and code of discipline. These behaviors included multiple instances of fighting or other serious offenses. As the school saw more instances of disciplinary action, leaders enacted an equity

matrix in which they review disciplinary decisions. Through this matrix, the school attempts restorative activities to include students back into the school community and only uses expulsions as a final consequence for repeated behaviors and when the school's restorative justice actions have been exhausted.

Tapestry regularly monitors, evaluates, and adjusts its programs to ensure it is developing a high quality educational program that meets the needs of its diverse population. Leaders and board members have been reflective throughout the charter term to implement new structures and revise systems to develop and improve the school program. To support with building a more cohesive Kindergarten – 12th grade program, the addition of the CAO helped to ensure principal management aligned under a common framework. To meet the needs of students' individualized education programs ("IEPs"), the school initiated a more restrictive special education setting in the middle school program.

BOARD GOVERNANCE AND OVERSIGHT

Tapestry's board works effectively to achieve the school's Accountability Plan goals. Board members possess the necessary skills and experience to deliver effective governance and oversight. The board paused recruitment efforts during the period of the search for and onboarding of the new executive director. The board plans to resume recruitment for new members later in the school year and will seek members with legal, academic, and human resources experience. The board has a clear committee structure it uses to remain up to date on specific successes and challenges at the school. In the period of onboarding the new school leader, the board paused committees to ensure the full board is aware and monitoring the onboarding progress. The board requests and receives clear data dashboards to provide rigorous oversight of the school's programs and finances. At the Institute's previous evaluation visit, few members could speak to the academic data for the school. Since that visit, the board strengthened its knowledge and skills to be more aware of how to interpret academic data so all members now provide more robust analysis of academic data. From its review, the board is positive about performance and growth in lower grades, and it expects to see improvement with student discipline data.

Tapestry's board establishes clear priorities and long-range goals. The immediate goal of the board is to ensure a seamless transition for the new school leader. As the school approaches its 25th year in operation, the board is considering a capital campaign and a new strategic plan to guide new leadership and the direction of the school. It also sees closing achievement gaps between subgroups of Tapestry students as an urgent priority to improve the school's academic program. The board successfully navigated the departure of the previous executive director and worked with a search firm to conduct a nationwide search. Through this process, the board reflected on the traits it valued in its former executive director and found a candidate aligned with its profile for Tapestry's executive director.

The board regularly evaluates its performance. Members fill out a reflection survey and then the board discusses results and determines steps for improving its performance and oversight skills. During the current charter term, the board navigated many difficult challenges with staff member turnover, disruptions to learning with COVID-19, and general school culture issues. As the school stabilizes staffing with the new executive director in place, members look to shift focus on building a financially sustainable school model for the future of Tapestry as it monitors the future needs for the aging facility.



Tapestry Charter School				Buffalo City School District					
STUDENT DEMOGRAPHICS: SUB-POPULATIONS									
	2023	2024	2025		2023	2024	2025		
Economically Disadvantaged				School %	70.6	71.2	69.3		
				District %	84.1	86.6	87.6		
English Language Learner				School %	2.0	2.0	2.0		
				District %	18.3	18.8	20.6		
Students with Disabilities				School %	13.9	15.9	13.0		
				District %	21.9	22.8	23.3		
STUDENT DEMOGRAPHICS: RACE/ETHNICITY									
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White		Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2023					School %	2.4	52.6	14.7	22.2
					District %	13.7	42.1	20.9	17.7
2024					School %	2.5	52.8	15.3	20.2
					District %	14.9	41.7	20.8	17.1
2025					School %	2.2	54.1	15.3	19.4
					District %	16.1	40.8	20.8	16.7

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



FISCAL BENCHMARKS SUMMARY



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.

**NOVEMBER
2024**

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+



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