BRILLA
Public Charter Schools

Brilla College Prep Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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Michael Carbone (Chief Academic Officer), David Morales (Senior Director of Data), Molly Rippe (Brilla College Prep Elementary Principal), and Kayla Scarborough (Brilla College Prep Middle School) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Charles Bozian	Treasurer	Chair of Finance Committee
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Darla Romfo		Member of Academic Committee
David Ingles		Member of Finance Committee

Molly Rippe (Elementary School) and Kayla Scarborough (Middle School) have served as the school leader(s) since 2019 & 2020, respectively.

SCHOOL OVERVIEW

Brilla Public Charter Schools are classically inspired schools with a mission to help students grow intellectually, socially and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond. The name "Brilla" means "shine" in Spanish, and speaks to the beacon of hope and opportunity we are working to build in the communities we serve.

The founding Brilla school opened its doors in the fall of 2013 in the Mott Haven neighborhood of the South Bronx in NYC's Community School District 7. At Brilla College Prep, opened in Fall of 2013, we now serve students in grades K-8. Our school population closely mirrors that of our surrounding community: in the 2020-21 school year, our student population was 77% Latino and 21% Black/African American; 86% of our students were economically disadvantaged; 20% received Special Education services and 25% were designated as English Language Learners.

We seek to educate students to lead lives of excellence, virtue and purpose. We do this by leveraging the best instructional practices of model charter schools – a longer school day and year, utilizing technology-based blended learning to deliver individualized instruction, intensively supporting and coaching teachers—and combining this with a robust character education program, centered around our core virtues of courage, justice, wisdom and self-control.
Our approach is rooted in the following cornerstones:

- **High Expectations.** Because we believe in the inherent dignity and potential of every child, we have high expectations for our students' academic achievement and conduct that make no excuses based on their background or socio-economic status.
- **Lead with Character.** Good character makes for a meaningful life, produces lasting personal and social happiness and contributes to academic success. The development of the virtues of Courage, Justice, Wisdom, and Self-control in students is central to our educational mission.
- **Results Matter.** Brilla relentlessly focuses on high student performance on standardized tests and other objective measures because we hold ourselves accountable for preparing students personally and academically in ways that will enable them to succeed at the best high schools and colleges.
- **Choice & Commitment.** Students, their parents, faculty and staff of Brilla College Prep make a choice to participate in our unique and innovative program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
- **More Time.** There are no shortcuts. Only with an extended school day and year will students have the time to acquire the academic knowledge, skills and habits that will prepare them for success in college and in life.
- **Teach the Best Content.** All Brilla students learn math and science while also becoming familiar with the classics of Western Civilization, because of the way the traditional liberal arts convey truth, beauty, and goodness, and because students need the world's best content in order to become good citizens and be competitive globally.

Due to the immense challenges presented by the global pandemic, Brilla schools partnered with Maria Droste Counseling Services to provide intensive, crisis counseling for select students, family members, and staff to strengthen our commitment to a holistic approach to education. Further, to begin the year, our Advisory block was lengthened to ensure adequate community building and relationships with students and families could be built. Additionally, all families were provided with a laptop that students could utilize at home as well as, in certain instances, wireless connection devices to ensure virtual participation and access. Because Brilla schools benefit from being located in private space, we were able to offer in-person learning opportunities throughout the school year as a service to our students and families in a safe and secure manner. Finally, in accordance with our commitment to a holistic education, Brilla was still able to offer the Fine and Applied Arts programming to all students, both virtual and in-person while adhering to all Department of Health Guidelines.

Brilla College Prep successfully welcomed K-8th grade to school in the fall of 2020 in a safe and personalized way.

At Brilla College Prep Elementary School families were able to opt into one of our three learning programs which included a hybrid model, 100% remote learning model or a fully in-person model (for students in Kindergarten or if a scholar received academic special education services). In the hybrid model, students in grades 1-4 attended in-person instruction on alternating weeks, with first and third grade students in person at the same time and then second and fourth grade on the alternative week. When not in the building, these students completed remote instruction with their homeroom teacher via Zoom, Google Classroom, and Nearpod. Scholars who were 100% remote received all their instruction via Zoom and through other remote learning platforms, including Nearpod and I-Ready. All students who were fully remote also had a minimum of two one-on-one check-ins with their teacher to monitor academic progress and check in on scholars' well-being. In person instruction included live instruction from students' homeroom teachers and the use of blended learning programs. All students who received academic or behavioral support mandated on their IEP (i.e. counseling, SETSS, occupational therapy) received services through in-person services or via Zoom.

Addressing students' unfinished learning in literacy was a top priority for the school. Students in Kindergarten through Second Grade received daily literacy intervention through the Targeted Literacy Block, which included small group guided reading focused on a specific goal, daily phonics practice through word work, and the use of our blended learning program which included Lailio and I-Ready. In 3rd and 4th grade, scholars received intensive literacy instruction through the close reading block, leveraging support and practices from our partners at the Lavinia Group. In the latter half of the year, students in grades 3rd and 4th adopted guided reading in their intervention block, allowing for targeted instruction at students' reading level and the necessary supports to accelerate student growth. While daily literacy blocks targeted grade level standards and curriculum, our intervention block allowed for more differentiation and personalization in order to meet students at their instructional level. Our instructional programs included a combination of live direct instruction and self-paced work with the support of the following remote learning programs: Zoom, Nearpod, Kami, Google Classroom, and IReady.

In the fall of 2020, Brilla College Prep Middle School successfully welcomed back 5th-8th grade students in a safe and personalized manner. Every family was given the opportunity to choose the learning model that they preferred for their child. Families were able to choose between a fully remote learning model in which students would log into Zoom live with their content teacher and peers in order to receive instruction and access lesson materials, and a hybrid learning model in which students alternated between a full week of in-person instruction and a full week of remote instruction. In addition, we offered a 100% in person model for students who received academic special education services, specifically students who have 'ICT' on their IEP. During their grade's remote learning week, these students came to school to the Inclusive Learning Classroom where they logged into their classes via Zoom to continue to participate with their peers but received the additional support of the 2-3 teachers in the classroom as they completed their work. During the year, families were given two formal opportunities to change their child's learning model from fully remote to hybrid but could change from hybrid to remote at any time based on their level of comfort with their child being in the school building. In order to meet CDC guidelines, in person classes in the hybrid model were reduced in size to about 10-15 students per class while fully remote cohorts had about 18-24 students. All students entitled to academic or behavioral supports per their IEP continued to receive services either in person or via Zoom depending on their learning model.

In order to deliver content, teachers utilized whole group, small group, and one-on-one teaching. Regardless of the learning model students were in, they received the exact same content, adapted to meet the model, for the same number of instructional minutes. For the facilitation of remote learning, we utilized programs such as Zoom, Nearpod, Google Classroom and Kami. The use of these platforms allowed teachers to monitor student work and give feedback in the moment, even while remote, giving each student a personalized experience. As a school, we put an emphasis on addressing unfinished learning in literacy through the use of small group instruction where possible, blended learning programs, and the daily intervention block, in addition to their full ELA block each day.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	90	92	93	85	76									436
2017-18	88	22	91	90	88	79								524
2018-19	75	87	86	87	88	81	68							572
2019-20	92	80	87	87	91	94	86	69						686
2020-21	99	92	91	91	94	94	92	88	64					805

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Brilla College Prep students will possess reading and writing skills at or above grade level.

BACKGROUND

Brilla believes that effective, high quality English Language Arts instruction does not solely rely on the assumption and discernment of interconnected skills, but believes that the skills instruction must be embedded within engaging, complex content. At Brilla the utilization of the New York Next Generation State Standards for Language Arts serves as the foundation for our English Language Arts programming which is then thoughtfully combined with the powerful content of the Core Knowledge curriculum (K-4) and Wit and Wisdom curriculum (5-8). In order to ensure that students are learning a variety of literacy skills – oracy, language use, literary analysis, nonfiction analysis, foundational skills, and writing – Brilla has aligned the curriculum to ensure consistency and an opportunity for deeper engagement within content. Through this explicit work done over the course of the past two years, Brilla has aligned domains of standards and content that allow students authentic interaction and opportunities to represent mastery in multiple ways while also ensuring their preparedness for the state assessments.

Core Knowledge and Wit and Wisdom both align with the classical tradition of the Brilla model – allowing students to interact and learn from both a historical and contemporary perspective grounded in complex texts and topics. Further, both of these curricula form a spiraling foundation of knowledge and literacy skills that is consistently built upon over the course of a Brilla student's career. This spiraled approach ensures that students enter each new year with the requisite knowledge and skills to immediately interact with more complex tasks and content. Over the course of the 2019-2020 school year, Brilla's Director of Elementary Content worked with select in-house curriculum writers to ensure deeper alignment between Reading, Writing, Science & Social Studies and the Arts. This purposeful alignment allows students to engage in content and skill building with depth and focus, while exposing them to a variety of genres about a similar topic. This coherence was further improved with the revision and addition of curricular unit plans – critical documents that allow teachers to unpack the purpose, skills, standards, and criteria for mastery of content – in order to improve their instruction and student outcomes. Along with these unit plans, a unit unpacking protocol was formally adopted and implemented to ensure deep understanding and mastery by teachers before implementation with students. With a more sequenced and content-heavy curriculum, teachers also engage in regular lesson studies to deepen specific understandings of content and pedagogy each week.

Moreover, one of the strongest programmatic components of the Core Knowledge materials is its holistic, scientifically-grounded Foundational Skills curriculum and materials. During the 2019-2020 school year, this K-2 component of the curriculum was further developed to align with our Targeted Literacy Block. As Brilla is grounded in the classical tradition, a tradition which is deeply vested in the intense literary abilities across history, the foundation of the K-2 literacy program is

exceptionally important. The Core Knowledge Skills curriculum provides students an opportunity to practice and demonstrate mastery of critical standards while still interacting with comprehensive content.

At Brilla the development of a high-impact literacy program is essential to our model. Brilla's literacy program is comprised of several components – Read Aloud, Writing, Nonfiction Studies (Science and Social Studies), Close Reading, Skills, and Targeted Literacy.

- Read Aloud: During Read Aloud, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author's craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent read aloud texts. Read Aloud lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars end each lesson with an analysis and discussion of the texts through discourse and reflection.
- Nonfiction Studies (Science and Social Studies): During nonfiction studies, students deepen their understanding of the history and science introduced during Read Aloud through experiential learning opportunities, projects, and planned Socratic Dialogue. In some instances students also engage with additional texts, such as nonfiction articles, in order to improve their depth of interaction with literary analysis and content knowledge.
- Writing: During the writing block, scholars study how authors of rich mentor texts use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. Teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.
- Targeted Literacy: The essential building blocks of reading include both explicit teaching of strategies and authentic opportunities to practice the strategies. As part of Brilla's goal to guarantee 90% of students are reading on grade level by the end of second grade, Brilla worked with the Lavinia Group, a respected early literacy third party to help design a literacy block that includes Guided Reading, Independent Reading, and Literacy Circles differentiated across grade levels. During Targeted Literacy students read independently – practicing the reading behaviors specifically aligned to their needs and practiced with coaching during Guided Reading lessons. Students interact with both pre-selected, high-engagement texts during Guided Reading and build a love of reading by choosing high interest texts on their independent reading level. Libraries consist of classically aligned, content rich, and culturally relevant fiction and non-fiction leveled texts. Students are homogeneously grouped (groups no larger than eight) depending on a triangulation of STEP achievement data, NWEA MAP data and individual conferencing data during Targeted Literacy. This small grouping allows students to grow at faster rates than traditional reading programs. Throughout the year, scholars build reading stamina and work to accomplish individual reading goals, set collaboratively with the teacher based on analysis of achievement data and ongoing progress monitoring. Teachers coach students to achieve their goals during one-on-one conferring sessions anchored in their comprehension, accuracy, or fluency.
- Close Reading: During Close Reading, scholars read and analyze a myriad of engaging poems, informational and narrative texts both independently and with the support of their

teacher. Scholars develop a deep understanding of genre and use knowledge to make meaning of what the text says explicitly and to make logical inferences grounded in evidence. Teachers facilitate discourse around the central ideas or themes of a text and analyze the author's use of specific craft and structure moves and how they support the main idea.

- Literacy Skills: During Literacy Skills, scholars develop the phonics, grammar, and penmanship skills needed to make and convey meaning across all disciplines. Scholars learn through repetition, memorization, and phonetic and grammatical analysis of the English language. Literacy Skills is a part of Brilla's literacy program in grades K-2. By 3rd and 4th grade, the grade majority no longer needs direct instruction in this area, as they are reading to learn, rather than learning to read. Instead, 3rd and 4th graders receive additional intervention and independent reading with conferring to ensure students have the necessary foundational elements for successful reading.
- Blended Learning: Scholars receive adaptive, individualized instruction from our suite of computerized blended programs for at least 20 minutes per day. In grades K-4, students participate in iReady, an adaptive and malleable online reading program that aligns to both the Common Core State Standards as well as NWEA skills sequences. In grades 5-8, students engage with Achieve3000, an adaptive program that builds students' literacy skills through in-depth text analysis.

The Targeted Literacy Block continues to be a new, innovative approach to strategic reading development for the 2019-2020 school year. Targeted Literacy allows teachers to become experts of specific reading levels and focus on strategies and differentiated techniques to grow students. Students will transition across classrooms depending on their reading level to receive this specialized instruction through Guided Reading small groups, Independent Reading with conferring, and Literacy Circles with facilitated discussion. This block was designed to simultaneously support Brilla's large ELL and SPED population as well as students above grade level expectations in developmentally-appropriate small groups.

Brilla uses a combination of summative and formative assessments to measure efficacy of both the curricula used, and teachers' instructional practices. These assessments include teacher-developed assessment instruments, and standardized assessments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. At the end of each quarter (2-4) and trimester (5-8), all students take a Mock Exam to evaluate their mastery of the standards taught throughout the marking period. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies.

In addition to summative assessments, a variety of formative assessments occur with greater frequency to inform instruction day-to-day. These assessments and means of data collection include:

- Daily questioning during instruction to gauge student thinking and understanding
- Standards-based rubrics to evaluate students during writing assignments or projects

- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Reading comprehension / running records to assess scholars' reading skills
- Monthly (K-4) and unit (5-8) assessments include a variety of question types (multiple choice, open response, etc.) to specifically assess standards mastery covered in the week/unit

The instructional program of Brilla Schools is facilitated by the academic leadership team, which consists of the Chief Academic Officer, the central Academics Team, School Principals, Assistant Principals and Content Leads. Professional development is facilitated through an ongoing cycle of clarifying roles and responsibilities, setting clear expectations and goals, coaching and monitoring, and evaluating. This cycle is primarily operationalized through bi-weekly, formal observations followed by one-on-one meetings to set related goals, and action steps to develop teacher practice. Additional professional development is provided through a variety of platforms:

- Weekly professional development workshops centered around: data and assessment, school culture, curriculum, instructional practice, etc.
- Collaborative planning and lesson/unit studies in which a group of grade-level teachers meet to unpack and internalize lessons and units before implementation in order to norm criteria for success and high-impact instruction
- External trainings facilitated by industry experts, including a continued partnership with Lavinia Group and University of Chicago Reading and Assessment
- High level walk-throughs and learning walks facilitated by top level leadership, to gauge the overall quality of the instructional program; including instructional priority alignment

Due to spacing restrictions the ratio of teacher to students was about 1:14. The smaller class ratio allowed for small group instruction and discourse to happen daily. To support teachers with executing literacy lessons our Literacy Lead facilitated bi-weekly team development meetings that provided grade teams the opportunity to come together to look at data and student work in order to make instructional adjustments. The effectiveness of these meetings was evident in the progress scholars made each round they took the STEP assessment. In addition, in first and second grade teachers piloted homogeneous student groupings based on STEP levels during the target literacy block that occurred during their remote weeks. Teachers were responsible for planning lessons for a specific STEP level or range. This allowed for further personalization of student learning. To ensure all scholars could receive comprehensive literacy instruction our network opted out of offering non-fiction studies in elementary school and reallocated those instructional minutes to the targeted literacy block.

During the 2020-2021 school year teachers were provided a wide variety of both content and instructional development. This included an extensive development week in October, as well as monthly sessions on Wednesday facilitated by our network leaders, based on teacher need and feedback. These sessions also supported teachers in executing high quality lessons both in person and remotely. Here are some examples of sessions offered:

- STEP Prompting & Reliability
- Executing Excellent Instruction

- Fluency and Comprehension Interventions workshop
- Writing Revision Intervention for MLLs
- Data Literacy + Progress Monitoring

At Brilla College Prep Middle School, literacy was a priority and instruction took place within the ELA, Nonfiction Studies (science and humanities), and the intervention blocks. Each of these classes took place daily with the ELA and Nonfiction Studies blocks as 60 minutes and intervention took place for 50 minutes, for both remote and in person students. In the ELA and Nonfiction Studies blocks, instruction was focused on grade-level reading, writing, and speaking standards while in the intervention block allowed for more differentiation and personalization in order to meet students at their instructional level. In order to accommodate the smaller in-person class sizes, humanities and science were taught to students on an alternating five-week cycle. Prior to the start of the school year, our Literacy Content Lead worked to identify the most important units of study that would be taught, allowing teachers and students to spend more time with the material and focus on literacy skills. Both in person and remote students engaged in novel studies, writing, close reading, Socratic Seminars, and research projects in all literacy subjects. In all of these areas, there was a strong teacher emphasis on giving specific and targeted feedback to students to improve their mastery of standards.

In order to ensure that teachers were able to successfully deliver high quality literacy instruction, coaching and training was provided at the school based level, as a network, and through outside consultants. One way this was accomplished was every two weeks students had a fully asynchronous Wednesday so that teachers could attend training/coaching sessions and work to deepen their content knowledge. Friday MIP meetings were also employed to focus on analyzing data from reading assessments, like Interim Assessments and NWEA, in order to make successful intervention scopes and receive instruction on how to progress monitor students during these groups. Each teacher worked closely with the literacy lead and an outside consultant, Lavinia Group, at both an individual level and as a collective content team in order to analyze student work and data, receive live coaching about their instruction and feedback on their lesson plans.

METHOD

During the 2020-2021 school year, Brilla Veritas utilized the NWEA Measures of Academic Progress (MAP) for all students in reading. The assessment was given three times over the course of the year, in the fall, winter, and spring. MAP Growth reveals how much growth has occurred between testing events and, when combined with NWEA norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. Every question on a MAP Growth assessment is calibrated to a proprietary RIT scale, which is one of the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators can compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. The assessment was given via computer to both in-person and fully remote students.

During the 2020-2021 school year, Brilla administered the fall, winter, and spring NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Brilla is reporting on the spring results

for students performing over the 65th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program.

RESULTS AND EVALUATION

Overall Brilla students fell short of achieving its four measures for NWEA reading. Across grades 3-8 students achieved 32% proficiency. We recognize that the low performance is attributed to a variety of factors which include the impact of interrupted learning, as well as data validity due to the number of students who tested remotely. However, by the end of the year we did note some literacy gains were made, as evident by the elementary school STEP literacy data. 46% of 4th grade students are entering middle school at or above grade level. While absolute achievement was not reached we do believe we are on a trajectory of making incremental growth and progress.

Overall, at Brilla College Prep Middle School 32% of students in grades 5-8 achieved proficiency on the English Language Arts Exam. Brilla Middle School fell short of its four target measures as they relate to the NWEA reading assessment. Our median growth percentile for grades 3-8 was 33, 17 below our target of 50. However, in fifth, sixth, and eighth grades this was closer to the goal of 50 at 42, 44, and 41 respectively. This could be attributed to the distribution of seventh grade students across the different learning models. In seventh grade, there were only two fully remote cohorts with an average of about 28 students per class with one teacher, making it challenging for teachers to personalize instruction through small groups and targeted feedback. For our students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall, the median growth percentile was 27, below our target of 55. Similarly, for our subpopulation of students with disabilities, the median growth percentile was 22. In addition, of the students in at least their second year at BCPM, 33% of them met or exceeded the RIT score proficiency, short of our 75% goal. While we did not meet our goals in the different measures, we can attribute some of the results to inconsistencies in testing conditions coupled with different learning models and the interruption of formal learning and have faith that we will be able to effectively support students in attaining more growth and achievement in the coming year.

NWEA ELA

2020-21 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	`Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[488]	[33]	[No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or	Low initial achievers	55	[264]	[27]	[No]

exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[1]	37	[100]	[22]	[No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[2]	2+ students	75%	453	33%	[No]

End of Year Performance on 2020-21 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[3]	Number Tested	Percent Proficient	Number Tested
3	25%	88	23%	82
4	42%	91	43%	81
5	31%	85	32%	78
6	42%	83	44%	78
7	23%	83	20%	74
8	32%	63	33%	60
All	32%	493	33%	453

End of Year Growth on 2020-21 NWEA MAP [ELA] Assessment

[1] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

[2] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[3] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

By All Students		
Grades	Median Growth Percentile	Number Tested
3	20	87
4	34	90
5	42	85
6	44	82
7	18	83
8	41	60
All	33	487

ADDITIONAL CONTEXT AND EVIDENCE

The fall administration of NWEA took place over multiple weeks in October due to other priorities. Additionally, the assessment was given both virtually and in-person to accommodate multiple modalities of learning. Younger grades showed a historically inflated performance in total percentile due to testing environment differences. As such, many students' Fall to Spring results and overall growth should be considered carefully as the validation of environment coupled with other metrics points to many students dropping over the course of the year.

Following the initial round of remote testing for NWEA in the fall, modifications were made to better support the proctoring of NWEA remotely. In both the winter and spring, administration time was allocated for scholars to practice logging in, troubleshoot technology and set students up with as optimal of a testing experience as possible. As teachers became more comfortable with remote testing they were also able to provide families more guidance for how they could appropriately support their child at home. After the fall administration our Seton Teaching Fellows and learning specialists additionally proctored in the following testing administrations to allow for smaller testing groups and to ensure students with academic services on their IEP received their testing accommodations. By the spring administration, scholars were provided with NWEA preparation materials to spiral skills they had learned throughout the year.

While remote testing improved over the school year, students who tested in person had more valid scores due to the consistent structures that were in place. Teachers were able to monitor scholars with ease and could seek support from leadership should they have an issue with the testing platform. Students in the lower grades (kindergarten to second grade) who tested while fully remote consistently struggled with testing and required a lot more adult support. By the Spring NWEA testing window, third and fourth grade students were able to be more self-sufficient.

After the fully remote administration of NWEA in the fall, Brilla College Prep Middle School continued with this approach for the winter administration with some modifications. Students were logged into their teacher's Zoom for proctoring and additional time was added to the beginning of the administration window in order to troubleshoot any technology issues with the support of our Operations team and leadership staff. We also employed the use of the program GoGuardian to remotely monitor student screens to ensure that they were not engaging in other activities during

the assessment. However, we still found students getting distracted, walking away from the computer, or encountering connection issues leading to results that were not reflective of students' actual levels. For the spring administration, students took the assessment either in person or remotely, based on the learning model they were currently in. We found that students who tested in person had the most valid results as they were in a controlled environment with an in-person proctor. However, students who were enrolled in the fully remote model still encountered the same challenges as previous assessments.

Throughout each of the administrations, facilitating makeups for students who missed the testing session proved to be a challenge regardless of the testing model. For remote students, families were called to schedule makeup sessions and we were either unable to reach families or the student did not attend the makeup. For in person students, depending on the day they were absent, they were often unable to make up the assessment until the next time they were in the building, which was often over a week later. This caused many students to not have a beginning or ending score if they were absent in either session. For example, in the spring, 85 of 94 fifth graders, 82 of 92 sixth graders, 83 of 88 seventh graders, and 60 of 64 eighth graders completed the reading assessment.

Throughout each of the assessments, we became more proficient in administering the test both remotely and in person due to increased teacher familiarity with the program and remote proctoring guidelines. Despite this, given the outside factors that may have influenced student performance on remote assessments, students who tested in person in the spring had the most accurate results.

Grades	% Students at or above Grade level proficiency	Average Step Level Growth Fall - Spring	Number Tested
K	44%	2.5	93
1	1%	1.9	94
2	2%	1.9	94
3	11%	1.9	93
4	46%	2.5	84

Grades	ELA Interim Assessment 03- % Proficient	Number Tested	Math Interim Assessment 01 - % Proficient	Number Tested
5	11%	71	11%	91
6	22%	69	15%	85
7	25%	68	20%	80
8	43%	49	20%	60

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

According to our Brilla College Prep Elementary School ELA Goal, we did not meet the standard set forth. Our overall percentage of students performing at or above grade level was 21%. This data tells us that we still have a large percentage of students who are not yet reading on grade level, especially in first through third grade. However, substantial gains were made in both kindergarten and fourth grade. In kindergarten by the end of the year 44% of students had grown on average 2.5 step levels. While in fourth grade, 46% of our 4th graders grew 2.5 step levels. We believe that if we take the best practices from our comprehensive literacy program coupled with our intervention program to engage in corrective instruction we will be on a trajectory to make progress.

According to our Brilla College Prep Middle School ELA Goal, we did not meet the standard set forth. Our overall percentage of students performing at or above grade level was 32%. This data tells us that the interruption of formal learning had a significant impact on our students' ELA achievement levels. This was also reflected in our internal Interim Assessment on which 25% of students performed at or above grade level. A bright spot in this data is that in eighth grade, 43% of students were proficient. This is evidence that our model has been effective with our students who have been with us the longest and provides us evidence that growth will be possible with other grades as they continue through the model. We are confident that our literacy program in combination with our robust coaching model and focus on our intervention program in the upcoming year will allow us to make progress toward our goals.

ACTION PLAN

In summer of 2018, we expanded our partnership with the Lavinia Group to innovate around a differentiated, encompassing approach to literacy development in our younger grades (K-2) through Targeted Literacy. This block, conceived by our Chief Academic Officer and Lavinia Group, seeks to ensure sustained growth and achievement in literacy development to prepare students for the rigor of our third and fourth grade curriculum. This program does not replace our Core Knowledge curriculum, but enhances and complements it through the inclusion of reading best practices and small group instruction utilizing a variety of junior classic texts. During the 2020-2021 school year, a series of teacher trainings and workshops was developed and implemented to ensure the high quality fidelity and high impact expectations of this block is realized.

In 2019-2020, in recognition of the expertise needed to improve and sustain a high performing school, we expanded our staff capacity to focus on continued improvement of our ELA program by adding a Director of Instructional Development, Director of Elementary Content, and Director of Elementary Student Services, as well as two instructional coaches who work at the direction of the Chief Academic Officer. Additionally, the Director of Elementary Content has been capacitated with an in-house Elementary Curriculum Writer for the 2021-2022 school year. The Director of Elementary Students Services has been capacitated and will provide leadership capacity to our growing Student Services staff and focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. The Student Services Team will begin creating differentiated materials to supplement our Tier 1 literacy program that ensure inclusion and acquisition of knowledge and skills is both related to the core literacy content as well as ensure these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of vocabulary for our Multi-Language Learners through multiple data sources. Given the large population of MLLs the school serves, and the success of our K-2 MLL program, we need to improve our upper elementary and middle school success for English Language Learners. By ensuring that all elementary schools and middle schools now have their own Student Services Leaders, a more purposeful approach to programming can be implemented. Further, in 2018-2019 the instructional leadership team conducted a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. These Learning Walks, now fully implemented, will provide centralized staff the opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the literacy program.

Brilla will also continue to leverage professional development to strengthen instruction in literacy. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Next Generation Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply 'supporting' or 'additional' standards. With this knowledge, teachers can then prioritize which standards to go deep on and which can be cut from curriculum or not need that much focus (specifically if pacing is a challenge due to scholars being behind academically). A depth of content knowledge also better prepares teachers to anticipate misconceptions, understand student pathways of learning, and allows teachers to better shift the cognitive load to students. While growth was made in this area last school year, in 2021-2022 the focus will be to also deepen teachers' understanding of the Classical Tradition and philosophical elements included within it – the Transcendentals (Truth, Beauty, Goodness), along with a deeper dive into how reading is learned.

Through professional development, systems and procedures, teachers and Brilla staff will develop a deep understanding of their curriculum and content. One way we aim to achieve this is through unit studies prior to the launch of a new unit along with intellectual prep protocols. Approximately two

weeks before the beginning of a new unit, teachers will analyze the upcoming unit by looking at the standards addressed, identify a rigorous and engaging essential question, complete the end of unit assessment to understand what student mastery looks like, and break down the key content and knowledge goals of the unit. On a daily basis, teachers will complete lesson internalization guides, which aim to accomplish similar objectives as the unit study, on a more micro level. These lesson internalization guides will prompt teachers to think about the standards, objective, task/activity, and end of lesson assessment (exit ticket), ensuring that all four components are aligned. These guides will also prompt teachers to identify the most crucial questions that will promote student mastery to ask during the lesson, with scripted, exemplar responses. Through coaching and feedback from the grade and content lead, these unit maps and lesson internalization guides are one way Brilla intends to promote and develop content knowledge. Further, 2021-2022 will involve "Looking at Student Work" protocols that allow teachers to, on an interim basis, check for the quality of student work during the unit to determine corrections and increasing opportunities for mastery demonstration and complexity in literacy. Additionally, in response to the extended school closure, each student will receive personalized intervention four out of five days per week to participate in corrective instruction. In Kindergarten - 2nd grade, this instruction will be through Wilson's Fundations program. This program, aligned with Science of Reading research and literacy best practices, will be personalized and implemented in small group instruction. In 3rd and 4th grade, teachers will create groups based on student NWEA and STEP data for either targeted literacy instruction or the Wilson Reading Program based on student need. The Wilson Reading Program is a research-based effective program for students who are significantly behind grade level in reading. Schedules for all grades have been made intentionally to ensure as many highly qualified adults as possible are available to teach small groups during the intervention block. All staff teaching intervention groups will collect data weekly, which will be analyzed about every six weeks at scheduled intervention planning meetings. At those meetings, staff will move students into different groups as needed based on the data. In addition, Students in K-2 will receive an extended skills block to work on language skills and foundational reading strategies - allowing students, especially language learners, and teachers to dive deeper into literacy. Throughout the course of this year, Brilla also plans to expand the individual classroom libraries by nearly 500 additional titles.

Last year, Brilla partnered with three other charter organizations to create an intervention planning consortium which has resulted in the creation of nearly 1000 lesson plans across grades K-8 aligned to prerequisite standards and skills. And, lastly, in 2021-2022, Brilla has allocated funds to hire a cohort of part-time tutors at each campus to provide direct High Dosage Tutoring (HDT) services to small groups of students in literacy utilizing the Wilsons Fundations model. This tutoring program will be overseen by an independent consultant, Dr. Nina Zaragoza, an early literacy expert, who has worked closely with Brilla prior to this engagement and she will provide direct coaching and support to the tutoring cohort. Students who scored in the 20-25th percentile on NWEA spring reading will be placed in the HDT model.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Brilla students will possess mathematics skills at or above grade level.

BACKGROUND

As with ELA, New York State has adopted the Next Generation State Standards. Brilla believes these Core Mathematics Standards build upon each other in a logical way that develops students' conceptual understanding of math. As such, the curriculum Brilla has chosen to use aligns to these standards.

Specifically, Brilla (K-8) uses Eureka Math, a Singapore-style curriculum from Great Minds (formerly EngageNY). Brilla has implemented a coherent mathematics program beginning in kindergarten by using Eureka math. The curriculum emphasizes incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. Students are exposed to abstract concepts, in a manner that breaks each down and makes them accessible. Each concept starts with a concrete, tangible representation, and then progresses to a pictorial representation, and finally moves to an abstract, numerical representation. In having scholars begin with concrete representations, teachers are able to develop deep, conceptual understanding in all students. In 2020-2021, Brilla contracted with an external expert to revise its K-2 math curriculum for the 2021-2022 school year and is working with Lavinia Group to plan its implementation. This revised curriculum includes a more holistic to mathematics coupled with explicit skills and routines to develop numeracy fluency at an accelerated rate.

This decision was made when Brilla noticed the lagging of this foundational strand and because it aligns with our classically inspired approach – a discussion-based opportunity for students to make meaning together. Additionally, Brilla also anticipated a potential "lag of traction" for these practices and a possible impact on overall math achievement as inquiry-based approaches to conceptual mathematics often takes time to establish the mathematical mindsets of students – as seen in other successful, conceptual-focused networks.

Eureka Math is a curriculum published by Great Minds, a nonprofit organization that seeks to ensure that all students receive a content-rich education, underscoring our commitment to a classically inspired experience and teaching the best content. The material upon which Eureka Math is based was originally created through a partnership with the New York State Education Department and differs from other programs in that, rather than being an update to existing material, it was designed specifically for the common core. In a 2015 Consumer Reports style review for instructional materials by the nonprofit EdReports.org, Eureka Math was the only curriculum series found to be aligned to the Common Core State Standards at all grade levels reviewed and far surpassed all other curricula evaluated. Eureka Math presents mathematics in a

logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. By using Eureka Math, Brilla hopes to reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. Eureka Math goes beyond simply teaching students to know the process for solving a problem. Eureka maintains that students need to understand why that process works so they will have the ability to generalize their learning and apply it to problems across settings. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding.

Blended learning is also a key component to mathematics instruction at Brilla. Scholars receive adaptive, individualized instruction from our suite of computerized blended learning time for at least 20 minutes per day. Students at Brilla use iReady Math (K-4) and ImagineMath (5-8). Both programs are adaptive and assignable programs that ensure each student receives targeted instruction.

For math assessment, Brilla use a combination of summative and formative, standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). At the end of each quarter/trimester, all students take an Interim Assessment to evaluate them against the standards taught throughout the quarter/trimester. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies. Additionally, students take a Math Stories assessment three times per year, specifically focused on problem-solving capability.

In addition to summative assessments, a variety of formative assessments occur with greater frequency to inform instruction day-to-day. These assessments and means of data collection include:

- Daily questioning during instruction to gauge student thinking and understanding
- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Bi-Monthly assessments (K-4) to assess mastery of the standards taught the previous two weeks
- Unit assessments (5-8) graded using a rubric developed by Eureka Math
- Daily exit tickets that will be reviewed and analyzed

As with literacy, the mathematics instructional program of Brilla is facilitated by the academic leadership team, which consists of the Chief Academic Officer, the central Academics Team, School Principals, Assistant Principals and Content Leads. Professional development is facilitated through an ongoing cycle of clarifying roles and responsibilities, setting clear expectations and goals, coaching and monitoring, and evaluating. This cycle is primarily operationalized through bi-weekly, formal observations followed by one-on-one meetings to set related goals, and action steps to

develop teacher practice. Additional professional development is provided through a variety of platforms:

- Weekly professional development meetings centered around: data and assessment, school culture, curriculum, instructional practice, etc.
- High level walk-throughs and learning walks facilitated by top level leadership
- Math-specific content team meetings by grade-level and across grade-level

In the 2021-2022 school year, Brilla has partnered with Lavinia Group to assist in our K-2 math curriculum rollout as well as hired a Director of Middle School Math and Science who will work with mathematics leaders across both elementary and middle school grades.

METHOD

During the 2020-2021 school year, Brilla Veritas utilized the NWEA Measures of Academic Progress (MAP) for all students in reading. The assessment was given three times over the course of the year, in the fall, winter, and spring. MAP Growth reveals how much growth has occurred between testing events and, when combined with NWEA norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. Every question on a MAP Growth assessment is calibrated to a proprietary RIT scale, which is one of the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators can compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. The assessment was given via computer to both in-person and fully remote students.

During the 2020-2021 school year, Brilla administered the fall, winter, and spring NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Brilla is reporting on the spring results for students performing over the 65th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program.

RESULTS AND EVALUATION

BCPE

Overall Brilla students fell short of achieving its four measures for NWEA math. Across grades 3-8 students achieved 30% proficiency. We recognize that the low performance is attributed to a variety of factors which are not limited to but include the impact of interrupted learning from COVID. Additionally, there were challenges of data validity due to the number of students who tested remotely. Nonetheless, given the gaps in math performance, student goals were targeted through our I-Ready blended learning program and the intervention block in 3rd and 4th grade. These disappointing results and the urgency for addressing the unfinished learning presented within this data were central to our decision to implement a bi-weekly math focused intervention block in all grades and the restructuring of the math block and math curriculum for this upcoming school year.

Overall, 31% of students in grades 5-8 at Brilla College Prep Middle School were above the 65th percentile according to the spring NWEA MAP math results. This result, coupled with falling short of each of our four target measures, is disappointing and reflects the need for us to restructure our mathematics program as a school. In grades 6 and 8, students' median growth percentile was 51, above our goal of 50. Our math teachers in grades 6 and 8 have the most experience teaching math in that grade, giving them high levels of content knowledge allowing them to supplement the Brilla curriculum where needed. This communicates to us the need to deepen teacher content knowledge in all math teachers through structures for intellectual preparation for the upcoming school year to ensure consistency across grade levels.

NWEA MATH

2020-21 NWEA MAP [Math] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[483]	[40]	[No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[320]	[38]	[No]
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[4]	44	[101]	[28]	[No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[5]	2+ students	75%	[451]	[30]	[No]

[4] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

[5] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

End of Year Performance on 2020-21 NWEA MAP [Math] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[6]	Number Tested	Percent Proficient	Number Tested
3	26%	87	27%	81
4	32%	91	31%	81
5	24%	89	26%	82
6	31%	84	32%	79
7	32%	79	30%	71
8	37%	60	39%	57
All	30%	490	30%	451

End of Year Growth on 2020-21 NWEA MAP [Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	26	86
4	50	89
5	27	89
6	51	82
7	44	79
8	51	57
All	40	482

ADDITIONAL CONTEXT AND EVIDENCE

The fall administration of NWEA took place over multiple weeks in October due to other priorities. Additionally, the assessment was given both virtually and in-person to accommodate multiple modalities of learning. Younger grades showed a historically inflated performance in total percentile due to testing environment differences. As such, many students' Fall to Spring results and overall

[6] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

growth should be considered carefully as the validation of environment coupled with other metrics points to many students dropping over the course of the year.

To accommodate this fall testing situation, more training was offered to remote teachers to support the proctoring of NWEA remotely. In both the winter and spring administration, time was allocated for scholars to practice logging in, troubleshoot technology and set students up with as optimal of a testing experience as possible. As teachers became more comfortable with remote testing, they were also able to provide families more guidance for how they could appropriately support their child at home. After the fall administration our Seton Teaching Fellows and learning specialist additionally proctored in the following testing administrations to allow for smaller testing groups and to ensure inclusive learners received their testing accommodations. By the spring administration, scholars were provided with NWEA preparation materials to spiral skills they had learned throughout the year.

While remote testing improved over the school year, students who were able to test in person had more valid scores due to the consistent structures that were in place. Teachers were able to monitor scholars with ease and could seek support from leadership should they have an issue with the testing platform. Students in the lower grades (kindergarten to second grade) who tested while fully remote consistently struggled with testing and required a lot more adult support. By the Spring NWEA testing window, third and fourth grade students were able to be more self-sufficient.

After the fully remote administration of NWEA in the fall, Brilla College Prep Middle School continued with this approach for the winter administration with some modifications. Students were logged into their teacher's Zoom for proctoring and additional time was added to the beginning of the administration window in order to troubleshoot any technology issues with the support of our Operations team and leadership staff. We also employed the use of the program GoGuardian to remotely monitor student screens to ensure that they were not engaging in other activities during the assessment. However, we still found students getting distracted, walking away from the computer, or encountering connection issues leading to results that were not reflective of students' actual levels. For the spring administration, students took the assessment either in person or remotely, based on the learning model they were currently in. We found that students who tested in person had the most valid results as they were in a controlled environment with an in-person proctor. However, students who were enrolled in the fully remote model still encountered the same challenges as previous assessments.

Throughout each of the administrations, facilitating makeups for students who missed the testing session proved to be a challenge regardless of the testing model. For remote students, families were called to schedule makeup sessions and we were either unable to reach families or the student did not attend the makeup. For in person students, depending on the day they were absent, they were often unable to make up the assessment until the next time they were in the building, which was often over a week later. This caused many students to not have a beginning or ending score if they were absent in either session. For example, in the spring, 89 of 94 fifth graders, 82 of 92 sixth graders, 79 of 88 seventh graders, and 57 of 64 eighth graders completed the math assessment.

Throughout each of the assessments, we became more proficient in administering the test both remotely and in person due to increased teacher familiarity with the program and remote

proctoring guidelines. Despite this, given the outside factors that may have influenced student performance on remote assessments, students who tested in person in the spring had the most accurate results.

Grades	Math Interim Assessment 01 - % Proficient	Number Tested
3	5%	84
4	17%	75
5	11%	91
6	15%	85
7	20%	80
8	20%	60

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

According to our Brilla College Prep Elementary School Math Goal, we did not meet the standard set forth. Our overall percentage of students performing at or above grade level for NWEA is 29% and 11% for our interim assessments. While, this data tells us that the majority of students aren't accessing grade level math concepts and intensive corrective instruction will be needed further analysis of the data showed something promising. In both third and fourth grade there was a subset of students who were extremely close to proficiency. In 3rd grade, 18% of the grade was within 15 percentile points of reaching that 50th percentile and in 4th grade 15%. This demonstrates that if we intentionally target this subset of each grade and address their gaps with urgency we will see growth in the overall number of students who are performing at grade level. Also, in between the time of the initial math interim assessment and the spring NWEA assessment we were able to double the percentage of scholars who are proficient in math. Thus, we are seeing incremental progress and we believe with improvement to testing administration, introducing new math curriculum, and prioritizing math intervention we will continue to see growth in proficiency.

According to our Brilla College Prep Middle School Math Goal, we did meet the standard set forth. Our overall percentage of students performing at or above grade level was 31% on the spring NWEA MAP math assessment and 16% on our first Interim Assessment. This data tells us that students did make growth in their proficiency by the end of the year as we found our footing with testing administration and the learning models but that we need to continue to prioritize teachers building deep content knowledge and making adjustments to our math program. In addition, students showed higher levels of proficiency in grades 6-8 than in grade 5 which provides us some anchoring practices for proliferation and the necessity to closely evaluate the 5th grade math program to

make changes that would minimize the impact of the transition to middle school on student learning.

ACTION PLAN

Brilla has made a commitment to strengthening its mathematics program in the 2021-2022 school year. Each elementary school will fully implement the revised K-2 math curriculum in order to ensure consistent exposure and mastery opportunities of foundational operations and thinking skills. Moreover, with the addition of iReady Math to our blended learning program suite and the continued implementation of differentiated, small group instruction in mathematics in elementary school, we expect to make considerable gains. Additionally, our character-based initiatives programming will continue to include elements of mathematics in our regular morning meeting and advisory classes to ensure students are getting at-bats with grade-level standards.

In preparation for growth, and in recognition of the expertise needed to improve and sustain a high performing school, we have expanded our staff capacity to focus on continued improvement of our Math program by adding a Senior Director of Schools, Director of Instructional Development, Director of Elementary Content, and Elementary Curriculum Writer who with the Chief Academic Officer. Given the transition to conceptual-based mathematics, the focus can be shifted towards deepening staff content knowledge and high-quality implementation of the curriculum. Additionally, the Director of Students Services has been capacitated with a Compliance Associate in order to spend more time providing leadership capacity to our growing Student Services staff and focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. The Student Services Team will begin creating differentiated materials to supplement our Tier 1 mathematics program that ensures inclusion and acquisition of numeracy skills is both related to the core content as well as ensuring these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of our Multi-Language Learners through multiple data sources. By ensuring that the schools have their own Student Services Manager, a more purposeful approach to programming can be implemented. Further, the instructional leadership team implemented a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. These Learning Walks, now fully implemented, will provide centralized staff the opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the mathematics program.

Brilla will also continue to leverage professional development to strengthen instruction in mathematics. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Next Generation Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply ‘supporting’ or ‘additional’ standards. A depth of content knowledge also better prepares teachers to anticipate misconceptions, understand student pathways of learning, and allows

teachers to better shift the cognitive load to students. While growth was made in this area last school year, in 2021-2022 the focus will be to deepen teachers' understanding of inquiry, questioning, and mastery in mathematics. Further Brilla has identified and partnered with Lavinia Group to assist in the rollout of our revised math curriculum. Additionally, Brilla has hired a Director of Middle School Math and Science who will work with both elementary and middle school math leaders to ensure a coherent program.

In 2021-2022, Brilla will implement a 5-day per week 70-minute math block along with math intervention three times per week (45-55 minutes depending on grade level). During the intervention block students will receive 1:1 and small group instruction as well spend time working with adaptive blended learning programs. Data will be collected and analyzed on 6-week cycles and students will progress through a standard progression to accelerate their opportunities to be ready for on-grade-level instruction. Additionally, Brilla has added extra capacity in the Student Services department across both the elementary and middle school so that each grade level has its own learning specialist to assist in tiered interventions.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Brilla students will possess science skills at or above grade level.

BACKGROUND

At the elementary level (K-4), science curriculum is aligned to the Core Knowledge Sequence that drives ELA instruction. This alignment allows for scholars to delve into thematic units and to experience connections across contents. The Science curriculum has a commitment to engage scholars through inquiry and experiential, hands-on learning. This approach encourages scholars to think critically about the world around them by exposing them to lessons that force them to analyze and assess real world and historical content. Science lessons, while primarily project-based, include:

- Experiments: in these lessons, scholars follow the Inquiry Cycle to explore different problems and work to formulate conclusions and/or possible solutions. Scholars have the opportunity to conduct experiments as a whole class, in small groups, and individually.
- Hands-on: Scholars engage in lessons where the purpose is to learn through experience. They will create projects that challenge and engage their thinking to work, over time, toward a final project, while simultaneously utilizing math and literacy skills. To create these projects, scholars work on their process skills to take a project from start to finish. They work both independently and collaboratively on projects to also build up their communication and socialization skills.
- Didactic (teacher-led instruction): Scholars engage in didactic lessons where they are first taught information by an instructor or instructive material. They then continue the lesson by practicing or applying the concepts taught individually, with a partner, or in a small group.
- Socratic Seminars: During Socratic seminar lessons, students engage in thoughtful, critical-thinking based discussions that reinforce habits of discussion learned in other content areas. The teacher/student asks a question and then “steps back” from the discussion and allows for the students to drive the conversation.

Many science units culminate in a summative assessment that measures scholar mastery of the content from the unit. For some units, an experiential task, graded on a rubric score that is defined prior to the start to the unit and aligned to standards, serves as the ultimate measure of content and standard mastery. Teachers also utilize writing pieces or multiple-choice assessments to measure scholar learning.

Brilla’s middle school uses Amplify Science - a curriculum aligned to the Core Knowledge Sequence. The Core Knowledge Sequence spirals each year through topics in biology, chemistry, physics and earth science. Our students have been working with this curriculum since the beginning of kindergarten. Throughout elementary years, students are given a breadth of knowledge about the different fields of science. As they enter middle school, students begin to apply and analyze this knowledge through discussion, models and experimentation. The Core Knowledge Sequence is aligned with the science concepts outlined in the NYS standards for science and prepares students to deepen understanding in high school when they’re exposed to higher-level concepts in biology, chemistry and physics. The Core

Knowledge sequence also aligns with Brilla's focus on writing and literacy skills – ensuring students are exposed to a variety of nonfiction sources.

Brilla is cognizant of the need to ensure wide coverage of New York state science standards and works to supplement units that align to the New York State Science Standards, so scholars can be adequately prepared for the state Science Exams. The New York State Science Standards clearly outline the different knowledge students need to be successful in understanding the variety of science fields.

In 5th-8th grade, scholars are exposed to a curriculum that aligns to the Core Knowledge Sequence called Amplify Science. This curriculum emphasizes the following techniques to teaching science:

- Do: first-hand investigations are crucial in developing scientific understanding.
- Talk: student-to-student discourse and full class discussions are an integral part of the program.
- Read: students read age-appropriate books or scientific articles, focusing their reading activities on searching for evidence related to their hands-on investigation.
- Write: following real-world practices, students write scientific arguments based on evidence they've collected.

Each grade (5th-8th) takes unit assessments at the conclusion of each science unit. Additionally, experiments are graded on a rubric assessing demonstration of science knowledge as well as group work. Just as in math and ELA, other daily formative assessment tools, such as questioning and exit tickets, are also employed.

As with literacy and mathematics, professional development is led by the school's academic leadership team. Unfortunately, due to the interactive nature of the science program at Brilla, the health restrictions and transition to full hybrid learning impacted the ability to fully implement the program. While didactic instruction and content delivery was accomplished by leveraging our technology resources, all content delivery in the elementary schools was delivered asynchronously so teachers could utilize synchronous sessions on mathematics and literacy instruction. Additionally, midway through the year, Brilla made the strategic decision to pause elementary science and social studies to focus on literacy instruction and small group interventions. Middle school students still received daily science instruction.

METHOD

Brilla chose to prioritize mathematics and literacy assessment during the 2020-2021 School Year therefore did not administer a remote science assessment in elementary grades.

RESULTS AND EVALUATION

Brilla chose to prioritize mathematics and literacy assessment during the 2020-2021 School Year therefore did not administer a remote science assessment in elementary grades.

ADDITIONAL CONTEXT AND EVIDENCE

Brilla chose to prioritize mathematics and literacy assessment during the 2020-2021 School Year therefore did not administer a remote science assessment in elementary grades.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Brilla chose to prioritize mathematics and literacy assessment during the 2020-2021 School Year therefore did not administer a remote science assessment in elementary grades.

ACTION PLAN

Brilla will reinstate a full science curriculum and assessment cycle in the 2021-2022 school year as outlined in school years prior to the pandemic. The Brilla science curriculum will be executed and supportive of literacy initiatives to ensure student needs are being met in multiple domains throughout the day. Additionally, Brilla intends to lengthen the class time for science in 7th and 8th grade and offer the Life Science Regents Exams to all 8th graders.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found here.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Brilla remains in good standing according to the state's ESSA accountability system.

ADDITIONAL EVIDENCE

Brilla continues to be a standout school in our community and our local district. Comparatively across all schools with similar demographics across the state, Brilla ranks 3rd out of 163 "like" schools in both ELA and math performance.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the "Results and Evaluation" sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available here.

NWEA ELA

2020-21 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[488]	[33]	[No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[264]	[27]	[No]
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[7]	37	[100]	[22]	[No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according	2+ students	75%	453	33%	[No]

[7] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

to the most recent linking study comparing NWEA Growth to New York State standards.[8]					

End of Year Performance on 2020-21 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[9]	Number Tested	Percent Proficient	Number Tested
3	25%	88	23%	82
4	42%	91	43%	81
5	31%	85	32%	78
6	42%	83	445	78
7	23%	83	20%	74
8	32%	63	33%	60
All	32%	493	33%	453

End of Year Growth on 2020-21 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	20	87
4	34	90
5	42	85
6	44	82
7	18	83
8	41	60
All	33	487

[8] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[9] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

NWEA MATH

2020-21 NWEA MAP [Math] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[483]	[40]	[No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[320]	[38]	[No]
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[10]	44	[101]	[28]	[No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[11]	2+ students	75%	[451]	[30]	[No]

[10] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

[11] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

End of Year Performance on 2020-21 NWEA MAP [Math] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[12]	Number Tested	Percent Proficient	Number Tested
3	26%	87	27%	81
4	32%	91	31%	81
5	24%	89	26%	82
6	31%	84	32%	79
7	32%	79	30%	71
8	37%	60	39%	57
All	30%	490	30%	451

End of Year Growth on 2020-21 NWEA MAP [Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	26	86
4	50	89
5	27	89
6	51	82
7	44	79
8	51	57
All	40	482

[12] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.