BRILLA
Public Charter Schools

Brilla Veritas Elementary School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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Michael Carbone (Chief Academic Officer), David Morales (Senior Director of Data), and Meirelys Ruiz (Veritas Elementary Principal), 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

Meirelys Ruiz has served as the school leader since 2019.

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 Veritas Elementary, opened in Fall of 2017, we now serve students in grades K-4. Our school population closely mirrors that of our surrounding community: in the 2020-21 school year, our student population was 70% Latino and 30% Black/African American; 91% of our students were economically disadvantaged; 18% received Special Education services and 21% 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 Veritas successfully welcomed kindergarten through third grade to school in the fall of 2020 in a safe and personalized way. In fall 2020, families were given the opportunity to choose between two programs. Families were able to choose between a fully-remote model or a hybrid model. The hybrid model invited students to alternate between one full week of in-person learning and one full week of remote learning with the same cohort. Families were given the opportunity two times throughout the year to switch between models if their current family situation changed and a different support was needed. Whether students chose Hybrid or the fully-remote model, they were given the same exact content as their counterparts (adjusted to be taught virtually) and met the same minutes. Kindergarten students and students with disabilities, more specifically those with 'ICT' listed on their IEP, were given the opportunity to attend school 100% in-person. Students with disabilities were placed in the ILC (Inclusive Learning Classroom) on their remote learning weeks. This allowed them to still learn virtually with the peers they see in-person but allowed them to have the support of 3 classroom teachers with them while they did their remote work. Due to CDC requirements, classrooms were split into smaller group sizes. Teachers taught a classroom of 12-15 students with the occasional support of a Seton Teaching Fellow. In this model, teachers were able to use I-Ready and Lalilo to give students targeted instruction at their level while teaching an even smaller group of students within the classroom.

While remote, teachers used a combination of whole group and small group instruction with the addition of one on one sessions for those that needed it. Teachers checked in twice weekly with a phone call home to see if students or families needed any emotional, social or academic supports. Teachers successfully used various platforms from Google Classroom and Nearpod to engage students with the virtual content. I-Ready, Lalilo and RAZ Kids were also employed virtually for students to be able to receive digital instruction at their level. This past year, much focus was put on literacy and the ability to give students small group instruction when possible in this domain. This looked like bringing in Lalilo as a blended-learning intervention and Words Their Way was a vocabulary/word family intervention during small groups. Targeted Literacy Block (TLB) had additional time added so that teachers could have one group with them, one on a blended learning program and one doing Words Their Way. Daily, students were able to attend all three literacy blocks.

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														
2017-18	114													114
2018-19	69	94												163
2019-20	77	77	94											248
2020-21	86	91	83	96										356

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Brilla Veritas 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

During the 2020-2021 school year, a variety of new strategies were employed to teach literacy in various grades. In order to allow time for the additional literacy focus, Non-Fiction Studies was removed and every two weeks, students had a fully asynchronous Wednesday so teachers could attend trainings to deepen their content knowledge. Friday MIP meetings were also employed to focus on analyzing data from reading assessments, like STEP and NWEA, in order to make successful intervention scopes and receive instruction on how to progress monitor students during these groups. In-person students received whole group read aloud, writing and skills and then had a 3 rotation Targeted Literacy Block. Targeted Literacy Block (TLB) had additional time added so that teachers could have one group of students with them, one group on a blended learning program and one doing word work using the Words Their Way curriculum. Daily, students were able to attend all three literacy blocks. In the remote setting, some teachers attempted the three group rotation but found it hard to translate Words their Way to the remote setting. Remote teachers generally had one group that met with the teacher and one group on I-ready or Lalilo and then had the students switch. Minutes of the remote day were slightly shorter than the in-person students. This allowed teachers to hold one on one meetings with students daily to help coach them around specific goals.

In order to best support teachers, Brilla employed Lavinia Group to facilitate training during the year. They had a variety of forms but were either a whole group or one on one sessions. In the whole group sessions, teachers worked hard at analyzing classroom data and observations and strategically making new lesson plans or changes to scopes and sequences. In one on one sessions,

Lavinia Group helped teachers with specific student goal creation and action plan creation. Student goal creation and progress monitoring of those goals were a big part of this past year's focus. In addition, students had in-school and at-home access to I-Ready, RAZ Kids and EPIC Books. This allowed students to have independent reading time daily during the school day and at home. Finally, teachers began to gain the knowledge of how to triangulate data and look at more than one assessment or data point in order to make purposeful reading intervention scopes.

Finally, halfway through the year in response to data from assessments, 2nd grade added a close reading block when they realized that students were struggling with longer texts and open response questions. TLB was added in 3rd grade additionally at end of year for reading skills that were lacking.

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, 26% of third grade students at Brilla Veritas met the median growth percentile. Brilla Veritas missed the goal of the median growth being greater than 50 by 24. 94 of our students were tested with 84 students in their second, third, or fourth year with Brilla. More than half of our low initial achievers met or exceeded their RIT score goal in the spring. Finally, out of 26 students with disabilities, only 14 tested and 20% of those students had a growth percentile equal to or greater than the median growth. These students were in the Inclusive Learning Classroom and the weeks when their cohort was remote at home, they learned in a classroom setting with second and third graders all on their own computers learning from a remote teacher. Many additional factors contributed to this, one of the biggest being that our third grade cohort had the largest group of

fully-remote students. 43% of third graders were fully remote and split between two teachers. This meant that one remote teacher was essentially teaching 20 remote learners at once. In addition, the remaining students that were hybrid were split between 4 teachers and had alternating in-person weeks and were never altogether. Two teachers taught their classes in-person on A weeks and two teachers taught their in-person classes on B weeks. Finally, one large issue we saw arise was how high students scored on the fall assessment. We believe that many students had family help because they were in Zoom breakout rooms for the duration of the 2+ hour test. This remote set-up did not allow for full teacher proctoring ability. In addition, if the assessment was given on an A week (for example) only two out of six third grade classes took this assessment in person. Two were fully-remote and two were hybrid classes on their remote week.

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	93	26	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	43	26	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[1]	26	14	20	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%	84	37%	No

[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.

End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] 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	36%	94	37%	84
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	36%	94	37%	84

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

Grades	Median Growth Percentile	Number Tested
3	26	93
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	26	93

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.

[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.

At Brilla Viertas, it was noted that many parents helped with the first assessment in the fall for students who were fully remote, students in Kindergarten were getting scores of 2nd and 3rd grade levels their first week in our school building. When they tested in the spring, we kept all students in breakout rooms and checked in to attempt to make sure there was no adult guidance. This caused scores to be more realistic of where students truly were but did not show the growth expected. In addition, make ups were extremely hard to schedule and manage for both assessments. For example, if a student's cohort took the assessment on a Thursday and they were out, make-up would not be possible until two weeks later when the child returned to the building. This caused many students to not have a beginning or ending score if they were absent in either session. Another issue we saw arise in the spring was the decline in student computers. Many had broken or misused the Brilla computers and at the end of May, our campus did not have anymore to loan out. This meant that some students were doing their learning on iPads or parent cell phones and were unable to complete the NWEA assessments.

While Spring results were more valid and accurate of where students are, the growth was challenging to see due to the inflated scores from the fall assessments. In addition, for the spring assessments, we were able to get more students to take the assessments in-person due to the fact that as the school year went on, more parents became comfortable with the state of the virus and began to enroll their students in our in-person program more frequently than they had in the fall. Parents had the ability to opt in or out at different points in the school year and our spring trimester saw a large uptick in parents opting for in-person learning.

Finally, for the spring administration, our remote teachers had one on one training to best set them up for how to proctor remotely. In the fall, other competing priorities caused teachers to receive a quick training with no thorough deep dive. For example, this caused one teacher in first grade to give the 2-5 NWEA MAP assessment because she quickly looked and selected the wrong test. In the spring we tried to alleviate any miscommunications by having one on one sessions.

The school assessed all students using the Reading STEP assessment.

Grades	% Students at or above Grade level proficiency	Average Step Level Growth Fall - Spring	Number Tested
K	35%	2.5	89
1	26%	2.9	94
2	11%	2.5	85
3	22%	2.1	98

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

According to Brilla Veritas' ELA Goal, we did not meet the standard set forth. Our overall percentage of students performing at or above grade level was 22% in third grade on STEP assessment and 36% of third grade students on the NWEA assessment. This data tells us that our students in the upper grades did not make as much progress as the lower grades. We are excited to see students with stronger foundational skills headed into the higher grades which gives us a good starting point for the beginning of this school year. This data also ignited in our campus a need for an intervention block that is solely focused on reading skills in various grades. We are eager to begin implementing that this coming fall and believe it will give many of our students that are struggling the leg up they will need in order to build on any unfinished learning. Students from the lower grades made this progress with an average of 2.7 years of growth for K-2 students who are headed into our upper grades.

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 an 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

Overall, only 28% of students met metric 1, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. This disappointing result is one of the reasons Brilla has hired a math curriculum writer and has begun to craft a series of math workshops to address teacher content knowledge. The new math curriculum will follow Eureka but will rely heavily on teacher intellectual preparation and the ability to not just read from a script. Teachers will be taught how to run their intellectual prep periods so they benefit the team and the teachers so they are able to grow their content knowledge and internalize lesson plans. In addition, the math block is being adjusted to have components of whole group and small group instruction in order to benefit students. Of note, 33% of our students with disabilities were successfully able to meet their goal of 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. Math was extremely difficult for our remote students this year as many students did not have access to materials in order to show work or do work outside of their brain. As a school, we hosted 3 remote material pick up days, however due to fears or work schedules, many of those families were still unable to attend in order to pick up things like scrap paper or pencils. Some teachers implemented the use of live Nearpod sessions or Kami in order to help students show work on their computers. It was also a challenge for many different grades to turn some content remote (for example, 3D shapes in Kindergarten). We are eager to get all students back into the building to work strongly on math content. Math stories were also added in third grade during math intervention and lesson planners added in math warm ups on lesson plans to spiral in various lacking skills.

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	[93]	[28]	[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	[52]	[35]	[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]	28	[14]	[33]	[Yes]]
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%	[84]	[38%]	[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

to the most recent linking study comparing NWEA Growth to New York State standards.[5]					

[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 [Mathematics] 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	36%	94	38%	84
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	36%	94	38%	84

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

Grades	Median Growth Percentile	Number Tested
3	28	93
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	28	93

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. To accommodate this fall testing at

[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.

Brilla Viertas, it was noted that many parents helped with the first assessment in the fall for students who were fully remote, students in Kindergarten were getting scores of 2nd and 3rd grade levels their first week in our school building. With that being said, when they tested in the spring, we kept all students in breakout rooms and checked in to attempt to make sure there was no adult guidance. This caused scores to be more realistic of where students truly were but did not show the growth expected. In addition, make ups were extremely hard to schedule and manage for both assessments. For example, if a student's cohort took the assessment on a Thursday and they were out, make-up would not be possible until two weeks later when the child returned to the building. This caused many students to not have a beginning or ending score if they were absent in either session. Another issue we saw arise in the spring was the decline in student computers. Many had broken or misused the Brilla computers and at the end of May, our campus did not have anymore to loan out. This meant that some students were doing their learning on iPads or parent cell phones and were unable to complete the NWEA assessments.

While Spring results were more valid and accurate of where students are, the growth was challenging to see due to the inflated scores from the fall assessments. In addition, for the spring assessments, we were able to get more students to take the assessments in-person due to the fact that as the school year went on, more parents became comfortable with the state of the virus and began to enroll their students in our in-person program more frequently than they had in the fall. Parents had the ability to opt in or out at different points in the school year and our spring trimester saw a large uptick in parents opting for in-person learning.

Finally, for the spring administration, our remote teachers had one on one training to best set them up for how to proctor remotely. In the fall, other competing priorities caused teachers to receive a quick training with no thorough deep dive. For example, this caused one teacher in first grade to give the 2-5 NWEA MAP assessment because she quickly looked and selected the wrong test. In the spring we tried to alleviate any miscommunications by having one on one sessions. An additional struggle for the math assessment was students who have been fully remote all year without access to scrap paper or ways to show their thinking outside of the materials they had available. This proved to be a challenge for students on these long assessments who were not used to just using brain power (and no scrap paper) for so long in their learning careers.

DALs write 1-2 more paragraphs about how testing administration was built up and improved over the course of the year so that spring results (at least when taken in person were more valid); DALS should also include any trends or patterns regarding students who missed multiple testing events or specific grade levels that struggled.

Grades	Math Interim Assessment - % Proficient	Number Tested
3	16%	92

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

According to Brilla Veritas' Math Goal, we unfortunately did not meet the standard set forth. Our overall percentage of students performing at or above grade level was 36% for students in their second year or more and 28% of students in their first year at Brilla. This data tells us that students are not performing on grade level on the Math NWEA assessment. We are eager to implement the new intellectual preparation periods for our teachers to deepen their understanding and content knowledge in order to help when students make errors or mistakes in their work. We are excited to coach our teachers through this content.

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.

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.

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.

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.

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	93	26	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	43	26	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]	26	14	20	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%	84	37%	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/Mathematics] 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	36%	94	37%	84
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	36%	94	37%	84

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

Grades	Median Growth Percentile	Number Tested
3	26	93
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	26	93

[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	93	28	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	52	35	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]	28	14	33	Yes
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%	84	38%	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 [Mathematics] 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	36%	94	38%	84
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	36%	94	38%	84

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

Grades	Median Growth Percentile	Number Tested
3	28	93
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	28	93

[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.