BRILLA
Public Charter Schools

Brilla College Prep Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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By _Brilla College Prep School

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Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
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William Scott (BCPM) has served as the school leader since 2022. Calina Fernandez (BCPE) has served as the school leader since 2021.

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 2021-22 school year, our student population was 72% Latino and 24% Black/African American; 86% of our students were economically disadvantaged; 24% received Special Education services and 26% 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 spent 2020-2021 enhancing counseling services, providing direct support to families in need, and remaining open (in-

person) for the vast majority of the school year. Students and families were offered a choice of a fully in-person, remote learning, or hybrid model. We lengthened our advisory block, provided laptops and hotspots as needed to families at home, and continued fine and applied arts programming to stay true to our mission and enhance overall wellness.

During the 2021-2022 school year, we started with 100% in person learning, and during heightened COVID waves, we had classroom and/or grade wide closures (transitions to remote learning) as needed. We moved to test and stay in the Spring, adapting our COVID protocols to ensure the safety of students while maximizing in-person instruction. Some key supports we instituted this year were implementing a high dosage tutoring program to serve our scholars who are most in need. This program was executed in the Intervention Block and utilized Fundations (Wilson/Orton Gillingham) programming (K-4) to enhance reading capabilities for young people. Next year, we will add Math tutoring alongside this programming to continue supporting interrupted formal learning. In addition, we hosted a robust Summer School using the RISE curricula virtually where 30+ teachers will serve 200+ students, enhancing their reading, math, and humanities knowledge and skills in advance of the Fall. Other supports to learning that we added this year were in-house speech and language pathologists to best serve our young people in need of this service, personalized professional development workshop opportunities for staff (and an enhanced and honed onboarding experience for this upcoming summer), and learning walks for leadership and junior leadership to support learning across the network.

Brilla College Prep School successfully welcomed K-8 students to school in the fall of 2021 in a safe and personalized way.

Addressing students' unfinished learning in literacy was a top priority for the school. Students in Kindergarten through Second Grade received daily literacy instruction 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 Lalilo 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 later 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 I-Ready. In Kindergarten through 2nd grade, we rolled out a new Brilla Math Curriculum, grounded in Eureka Math, with elements of classical content and Context for Learning. In its pilot year we were successful in articulating our vision for math and providing a curriculum aligned to that vision, teachers are emergently internalizing and utilizing the new curricula. Similar to literacy, we partnered with the Lavinia Group for additional instructional coaching and support to math leadership and instruction and we are piloting a Math Stories curricula for network-wide use starting next school year. We are enthusiastic that the curricular amendments coupled with clear, practical training, both in house and through Lavinia, will yield rapid growth for students in 22-23.

Much like in grades K-4, literacy instruction remained a top priority in grades 5-8. Students in grades 5-8 received both close reading and writing instruction in their ELA block. Lessons had a group work

focus that included partner work, small group work, and Socratic Seminars. Teachers used techniques from Lavinia Group like the Strategic Reading Plan to help support students' reading growth. They were trained by Lavinia on implementing these strategies on top of the internal Brilla training. Students also received weekly feedback and revision time on their writing from their teachers to help improve their writing skills. All teaching was based on mastering Common Core Standards. Finally, students had an Intervention block similar to K-4 where they received differentiated, small group instruction.

Students in grades 5-8 also used Eureka math. Similar to Literacy, much of the work was group based with teachers having partner and small group work time as a central component of their classes. Instructional coaching came internally for math and focused on implementing best practices for teaching Common Core standards. Students also had time in intervention to receive differentiated, small group instruction. Blended learning using Imagine Math was employed during math intervention as well. We believe that the growth in both Literacy and Math this year came from strong instructional coaching and are excited to continue to grow.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	88	22	91	90	88	79	N/A	N/A	N/A	N/A	N/A	N/A	N/A	524
2018-19	75	87	86	87	88	81	68	N/A	N/A	N/A	N/A	N/A	N/A	572
2019-20	92	80	87	87	91	94	86	69	N/A	N/A	N/A	N/A	N/A	686
2020-21	99	92	91	91	94	94	92	88	64	N/A	N/A	N/A	N/A	805
2021-22	86	88	89	85	88	86	86	85	80	N/A	N/A	N/A	N/A	773

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Brilla College Prep School 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 three 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. Since June 2021, Brilla's Senior Director of Curriculum and Assessment and Brilla's Elementary Curriculum Writer worked with both select in-house curriculum writers and also external consultants to ensure deeper alignment between Reading, Writing, Science & Social Studies and the Arts and more rigorous and culturally responsive units. These revisions allow 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, teachers continued to engage in a unit unpacking protocol 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. 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. Explicit phonics instruction was

similarly reinforced K-8 with the Foundations Program (K-2) and Wilson's Reading Program (3-8) during the intervention block.

At Brilla the development of a high-impact literacy program is essential to our model. Brilla's literacy program has 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 continued to be a new, innovative approach to strategic reading development for the 2021-2022 school year. Targeted Literacy allowed teachers to become experts of specific reading levels and focus on strategies and differentiated techniques to grow students. Students transitioned 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 network-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 trimester, 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 Curriculum and Assessment Officer, the Chief of Schools Management, Instruction and PD Office, 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:

- Regular 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 (STEP) trainers
- 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

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.

In literacy in grades 5-8, results were attained by a focus on responding to student data and developing common practices for literacy instruction, especially focusing on reading, discourse, and writing. Within the content team, the initial focus was put on tying instruction to focus standards with opportunities to look at student work to assess mastery and next steps for instruction. This focus on standards analysis continued following interim assessments, with teachers analyzing student results based on most missed standards, using the questions and standards to determine focus skills to reteach and create mini lessons during core lessons to address these most missed standards. Similarly, individual student data was used to create intentional goals and coaching plans for individual students so they received targeted instruction around specific areas of need during specific points of the lesson, such as around skills such as literal comprehension, main idea, or inferential understanding. Teachers would then update goals based on shifts in data seen within the school's assessment cycle.

Literacy in grades 5-8 also used common practices and instructional strategies to drive literacy instruction. In content team meetings, teachers would analyze videos of strong lessons to name

instructional best practices and then plan these techniques into future lesson plans. Additionally, common practices were built across grades for reading, writing, and discussion. Using the strategic reading plan from Lavinia Group, teachers implemented common practices for reading text based on genres, using genre-based thinking jobs to make meaning of the text with emphasis placed on the main idea and deeper meaning. Teachers would then bring examples of student work to content team meetings to norm and give feedback to help build vertical alignment across grade levels. Efforts were also made to develop common language in writing and discussion, with the implementation of common rubrics for writing and Socratic Seminars.

During the 2021-2022 school year teachers were provided a wide variety of both content and instructional development. This included a cohort opportunity for literacy leaders that provided a bi-weekly learning walk of K-2 literacy at each campus (while the 3-8 leaders focused on Test Prep excellence). Engaging in these walkthroughs together allowed small groups of leaders to have a continual focus on teacher learning as well as student learning and growth in literacy. Additionally, all teachers received centralized training on the STEP assessment and Wilson's Reading System to further enhance their literacy instruction.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	82			3		85
4	86			2		88
5	80			5		85

[1] Students exempted from this exam according to their Individual

ized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	83			3		86
7	85			1		86
8	80			0		80
All	497			14		513

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32%	82	32%	75
4	38%	86	42%	76
5	45%	80	44%	73
6	75%	83	74%	73
7	56%	85	46%	81
8	69%	80	69%	80
All	52%	496	53%	458

RESULTS AND EVALUATION

Overall, the vast majority of BCPE/BCPM students took the state exam in ELA, for which we are grateful, since we know where the majority of our students stand in terms of ELA proficiency in Grades 3-8. However, only 52% of BCPE/BCPM students were proficient in ELA. This falls very short of the stated goal above that 75% of BCPE/BCPM students would score proficient on the ELA exam.

Notable performance in Grade 6, where students did meet the absolute measure, and Grade 8, where students came close to meeting the mark, are bright spots in our BCPM performance from which we can learn, grow and replicate. Most notably, these teachers were engaged in tight performance assessment cycles where students were deeply invested in advancing incremental goals. We note this practice can benefit all young people at Brilla.

Notable challenges are present in BCPE, where most students are not yet reading on grade level, which deeply and directly impacts their ability to perform on the ELA assessment. Going into the 22-23 school year, programmatic shifts as well as adopting BCPM best practices should prove beneficial in advancing student progress.

Specifically, our programmatic shifts are: intervention for all students, tutoring for Tier 3 students (following a rich summer school program for this same population of lowest achieving students), prioritizing targeted literacy in grades 3 and 4, responsive and innovative school schedules, and a more practical and intentional approach to Summer Onboarding for teachers and leaders.

ADDITIONAL EVIDENCE

We are unable to provide comparative reports because last year's state exam data, as stated by NYS, is not able to be used as a measure of performance given the impact of the pandemic. We certainly performed lower than our 2019-2020 state test data, which was 60% network-wide. We are confident that our robust programmatic shifts and deepened training for our faculty, as well as our shift to ensuring principals can be laser focused on instruction, will yield higher results through accelerating student learning and achievement in 22-23.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

METHOD

We have no comparative data for 21-22 in CSD 7. It was not released.

RESULTS AND EVALUATION

We have no comparative data for 21-22 in CSD 7. It was not released.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

We have no comparative data for 21-22 in CSD 7. It was not released.

Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

ADDITIONAL CONTEXT AND EVIDENCE

Goal 3: Additional Measures

METHOD: During the 2021-2022 school year, Brilla 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 2021-2022 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 achieved one of its four measures for NWEA reading. The median growth across grades 3-8 was 52, just above our goal of the 50th percentile. In grades five and above, the median growth percentile is well above the 50th percentile, speaking to the rate of growth our middle school scholars are making. However, across grades 3-8 students achieved 40% proficiency on the NWEA assessment. As with the state assessment, we recognize that the low performance is attributed to a variety of factors which include the impact of interrupted learning from the two prior school years. 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.

For our students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall, the median growth percentile was 54, just below our target of 55. Similarly, for our subpopulation of students with disabilities, the median growth percentile was 41. In addition, of the students in at least their second year, 40% 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 the previous year's interruption of formal learning (and periods of quarantining which very much spilled into last year) and have faith that we will be able to effectively support students in attaining more growth and achievement in the coming year.

ADDITIONAL EVIDENCE:

NWEA ELA

2021-22 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	[466]	[52]	[Yes]
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	Low initial achievers	55	[311]	[54]	[No]

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[2]	55	[118]	[41]	[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.[3]	2+ students	75%	457	40%	[No]

End of Year Performance on 2021-22 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[4]	Number Tested	Percent Proficient	Number Tested
3	39%	88	41%	76
4	28%	82	30%	74
5	30%	84	32%	76
6	59%	86	56%	75
7	43%	82	43%	79
8	40%	77	40%	77
All	40%	494	40%	457

End of Year Growth on 2021-22 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	44	82
4	42	70

[2] 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

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

[4] 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.

5	54	79
6	57	80
7	53	80
8	59	75
All	52	466

ADDITIONAL CONTEXT AND EVIDENCE

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

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

According to our Brilla College Prep ELA Goal, we did not meet the standard set forth. Our overall percentage of students performing at or above grade level was 52% on the state exam and 40% on the NWEA assessment. 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. An additional 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No

Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

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 then Chief Academic Officer, Mike Carbone, and our then Chief Schools Officer, Kelsey LaVigne, in partnership with the Lavinia Group, sought 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 the 2021-2022 school year, we were able to more robustly provide training and on-the-ground support from our Lavinia consultants to better respond to the challenges of navigating the new and urgent student needs that were presented after COVID. Consultants partnered with school leadership in walkthroughs and individualized support. In this 2022-2023 school year, we will be further expanding our focus on this content block of the day, introducing cross-grade groupings, and inviting our Lavinia partners to join our Learning Walks to continually support instructional best practices. These visits coupled with these cross-grade groups will allow for more targeted instruction for students across the school.

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, a Director of Elementary Content, and a Director of Elementary Student Services, as well as two instructional coaches who worked at the direction of the Chief Academic Officer. (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. While paused during remote and hybrid learning, these Learning Walks are now fully implemented and

will provide centralized staff the opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the literacy program. As indicated above, Lavinia will join to further enhance these supports.) In the 2021-2022 school year, an Elementary Curriculum writer was added to support the revision of the K-1 literacy program. Additionally, a Director of Elementary Student Services provided leadership capacity to our growing Student Services staff and a focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. In the 2022-2023 school year, further support is being added to the Network Academics team to additionally support schools as they respond to student learning loss. The Student Services Team has added a Director of Instruction who 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 at least one MLL Specialist on their campus, our MLL students will be able to receive consistent, targeted intervention instruction. These team members will be supported by both our student services team and our new Director of Intervention. In summary, we have doubled the Student Services support team (adding another director) and we have added an intervention program and director of intervention. As our network has restructured for the 2022-2023 school year, the Head of Schools leads the Chief Curriculum and Assessment Officer, Chief Character Initiatives & Culture Officer and Chief of Schools Management, Instruction and Professional Development. Together, they provide wrap-around and robust support to the above-mentioned network leaders, principals and instructional staff in schools.

Professional development of teachers continues to be a focus for the 22-23 school year. Across all grades, development will focus on intellectual preparation - unit and lesson planning - first and foremost. Standardized Unit and Lesson plans with expectations for completion have been normed through Staff Onboarding and then specific coaching around planning will take place on a bi-weekly basis. The planning will focus on teachers internalizing the Next Generation Standards and ensuring that the lessons are connected to the learning objectives. Teachers will also receive feedback on their questioning with a focus on higher order thinking to promote student discourse. Finally, teachers will also receive feedback on their level of student-led activities throughout units and lessons with a goal of students driving the instruction in literacy classrooms. Instructional feedback will also be given throughout a weekly basis, whenever possible, through live coaching for immediate implementation. Teachers will be observed in lessons for which they were given lesson plan feedback. They will make adjustments to future lessons based on feedback and data they collect during instruction, as we will routinely, consistently monitor young people's progress. Consistent progress monitoring has been standardized to ensure student data collection in order to inform individual student goals, teacher goals, and an evaluation of learning.

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 principal, assistant principal, and/or academic content lead, these unit maps and lesson internalization guides are one way Brilla intends to promote and develop content knowledge. Further, 2022-2023 will mark the return of Brilla's weekly "Looking at Student Work" meetings. These meetings allow teachers to, on an interim basis, check for the quality of student work during the unit to determine corrections and increase opportunities for mastery demonstration and complexity in literacy. Finally, teachers engage monthly in a Beautiful Work Protocol where they examine work across grade levels to determine what work is exemplary and what work needs improvement. This normed vision of beautiful work will raise the quality of work expected and will help develop teachers' classical lens through a look at the transcendental beauty within what students create. With this deeper understanding of beauty, teachers will better be able to cultivate student understanding in their literacy class.

In the 2021-2022 school year, Brilla introduced a new intervention and tutoring program that allowed each student to receive corrective instruction to support young people's progress after learning loss incurred during the pandemic. For the 2022-2023 school year, a revised structure for intervention and high dosage tutoring is going to be utilized. Recognizing the challenges campuses were facing with training and monitoring the quality of the intervention program, a Network Director of Intervention role was created to ensure that there was consistent oversight of the program. New systems, which are data-informed and clearly defined, will be implemented to allow for teachers to more flexibly and nimbly respond to student needs. Additionally, schools will be using Amplify's mClass for literacy intervention in grades K-2, an intervention program aligned to the Science of Reading to better support students' foundational skills. Building off the success of the Targeted Literacy Block, we will also implement Targeted Literacy during literacy intervention at least three times per week. This will allow for students to get highly differentiated instruction on the reading fluency and comprehension skills they need to reach grade level proficiency.

For students most in need of improvement, after an intensive, small group (5-6 student) summer school for our most vulnerable population, tutoring will resume for this group and for additional tiers of students who need more support. *For all students*, 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 at their level and catered to their needs. Schools will also be overhauling classroom libraries, introducing 1,000 new texts into each classroom to address literacy needs at a variety of levels and for a range of reading interests. These robust classroom libraries, which are leveled,

should provide a wonderful resource to enhance literacy instruction and students' desire to be readers.

In 2021-2022, Brilla hired 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 Wilson Fundations model. This tutoring program was overseen by an independent consultant, Dr. Nina Zaragoza, an early literacy expert, who has worked closely with Brilla prior to this engagement and provided direct coaching and support to the tutoring cohort. Students who scored in the 20-25th percentile on NWEA spring reading were placed in the HDT model. Midway through the year, Brilla proactively planned for an expansion of the HDT model. In the revised structure, Brilla plans to have a minimum of two tutors per campus who are directly coached by the Tutoring Instructional Coach and the Director of Intervention. This will allow for a greater number of students to receive the needed intervention services.

GOAL 2: 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.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	51				34	85
4	85				3	88
5	77				9	85
6	83				3	86
7	81				4	86
8	53				27	80
All	430				80	513

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year

[5] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45%	51	47%	45
4	47%	85	48%	75
5	27%	77	28%	71
6	45%	83	44%	73
7	41%	81	41%	78
8	21%	53	21%	53
All	38%	430	36%	395

RESULTS AND EVALUATION

Overall, the vast majority of BCPE/BCPM students took the state exam in Math, for which we are grateful, since we know where the majority of our students stand in terms of Math proficiency in Grades 3-8. A significant number of young people in Grade 3 at BCPE elected to opt out of the exam, and 25 of those who did not sit for the Grade 8 Math Exam did so because they sat for Algebra Regents (and 25/25 passed that exam)! However, only 38% of BCPE/BCPM students were proficient in Math. This falls very short of the stated goal above that 75% of BCPE/BCPM students would score proficient on the Math exam, and was anticipated, with Math being the hardest hit discipline in the pandemic.

Performance was fairly consistent across all grades, with Grade 5 suffering the most (and Grade 8, though we note we removed our strongest performing students from this population as we asked them to focus on Algebra).

Notable challenges are present across grades, and reflect students missing math content and math fluency and foundations as a result of the global learning loss during the pandemic, to which Brilla students were not immune. Going into the 22-23 school year, programmatic shifts should prove beneficial in advancing student progress.

Our programmatic shifts are: intervention for all students, tutoring for Tier 3 students (following a rich summer school program for this same population of lowest achieving students), prioritizing story problems in K-2 to support their ability for problem solving as they move into Grades 3 & 4, responsive and innovative school schedules, a revised 3-8 math curriculum, and a more practical and intentional approach to Summer Onboarding for teachers and leaders.

ADDITIONAL EVIDENCE

We are unable to provide comparative reports because last year's state exam data, as stated by NYS, is not able to be used as a measure of performance given the impact of the pandemic. We certainly performed lower than our 2019-2020 state test data, which was 62% network-wide. We are confident that our robust programmatic shifts and deepened training for our faculty, as well as our shift to ensuring principals can be laser focused on instruction, will yield higher results through accelerating student learning and achievement in 22-23.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

METHOD

We have no comparative data for 21-22 in CSD 7. It was not released.

RESULTS AND EVALUATION

We have no comparative data for 21-22 in CSD 7. It was not released.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

We have no comparative data for 21-22 in CSD 7. It was not released.

Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

METHOD:

During the 2021-2022 school year, Brilla utilized the NWEA Measures of Academic Progress (MAP) for all students in math. 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 2021-2022 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 achieved one of the four subgoals for NWEA but fell short of its absolute achievement goal of 60% of students performing at or above the 50th percentile. The median growth percentile for grades 3-8 was 52, surpassing the goal of 50 indicating the students are growing at a rate that is faster than average. However, across grades 3-8 students achieved 35% 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. 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.

Additional Evidence:

NWEA MATH

2021-22 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	[454]	[55]	[Yes]
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	[363]	[53]	[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[6]	44	[116]	[49]	[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.[7]	2+ students	75%	[467]	[34%]	[No]

End of Year Performance on 2021-22 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[8]	Number Tested	Percent Proficient	Number Tested

[6] 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

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

[8] 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.

3	37%	83	87%	76
4	36%	81	36%	73
5	29%	84	30%	76
6	40%	83	41%	73
7	40%	81	40%	78
8	27%	75	27%	75
All	35%	487	35%	451

End of Year Growth on 2021-22 NWEA MAP [Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	49	81
4	55	72
5	54	76
6	58	75
7	58	78
8	54	72
All	55	454

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

According to our Brilla College Prep Elementary School Math Goal, we did not meet the standard set forth. With only 38 % achieving proficiency on the state assessment and 35% on the NWEA assessment. As noted, this data does not include the students who took the Regents Algebra assessment with 100% of students passing, but it does highlight with urgency that the majority of students aren't accessing grade level math concepts. Given both the median growth percentile achieved by students across 3-8 and the progress seen in other internal assessments, there is evidence of growth being made toward our absolute goals. 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%. 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 2022-2023 school year. In the 2021-2022 school year, each elementary school fully implemented the revised K-2 math curriculum in order to ensure consistent exposure and mastery opportunities of foundational operations and thinking skills. In the 2022-2023 school year, a revised 3-4 math curriculum will be implemented in each elementary school to ensure greater clarity, fluency and conceptual understanding of mathematical concepts. An additional math block, Math Story Problems, will be implemented in K-2 across each elementary school. The Math Stories block is designed to build conceptual understanding and flexible problem solving skills through the use of a rigorous story problem that students grapple and discourse over. Moreover, 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. (And as indicated above, our MS program will also move to a new curriculum, Illustrative Math.)

In recognition of the expertise needed to improve and sustain a high performing school, we began a partnership with Lavinia consultants to work closely with Assistant Principals and Math Content Leads within the math block to strengthen the quality of instructional coaching. 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, additional work will be needed to deepen teachers' understanding of inquiry, questioning, and mastery in mathematics, particularly with the roll-out of the revised elementary and middle school curriculum. In the 2022-2023 school year, we will continue to utilize Lavinia as a key resource for development for our staff in math content. Working with our math content leads at each campus, Lavinia consultants will observe math instruction across each math block, assist school leaders in analyzing data and creating action plans and provide necessary development for coaches and teachers.

To support students who are performing significantly below grade level in math, students who were most vulnerable had the option to attend summer school at the end of the 2021-2022 school year. As part of our Intervention program, students who need Tier 3 academic support will continue tpo receive high dosage tutoring in the 2022-2023 school year , and the general Intervention Block will support all students in mathematics, based on their performance data. The Student Services Team at each campus will also create 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 at least one MLL Specialist 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.

Staff are receiving math curricular training and math intervention program training during summer onboarding, and will continue to receive targeted math professional development throughout the year. 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 2022-2023 the focus will be to deepen teachers' understanding of inquiry, questioning, and mastery in mathematics through revised, enhanced, and more deeply implemented intellectual preparation.

In 2022-2023, Brilla will implement 70-minutes of math five days a week, along with math intervention (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 (Zearn in elementary, Aleks Math in middle school). After a comprehensive process to discern which blending learning programs will be most effective with Brilla's students, a steering committee

composed of math teachers and school leaders have chose Zearn for elementary grades and Aleks for middle school grades; these programs will be rolled out this year with formal training for teachers and staff this summer. 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

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. In an attempt to uplift and focus on basic skill elevation, we prioritized ELA and Math test preparations over Science exam preparations. While didactic instruction and content delivery was accomplished, and while some Science test preparation and practice was received, ELA and Math were emphasized. Middle school students still received daily science instruction.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Brilla chose to prioritize mathematics and literacy assessment during the 2021-2022 School Year therefore did not administer any internal science assessments in elementary grades (though there were school specific Science assessments within Science classes in MS).

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

Grade			Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	73%	73	75%	67
8	51%	73	51%	73
All	62%	146	62%	140

ADDITIONAL EVIDENCE

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

RESULTS AND EVALUATION

Overall, the vast majority of BCP students took the state exam in Science, for which we are grateful, since we know where the majority of our students stand in terms of Science proficiency in Grades 4 and 8. We are delighted to see 73% proficiency in Grade 4, however, we had only 51% proficiency in Grade 8. Grade 8 therefore falls very short of the stated goal above that 75% of BPCM students would score proficient on the Science exam.

Notable performance in Grade 4, where students were closer to proficiency and yielded some promising practices (especially in terms of test preparation) from which we can learn, grow and replicate. Most notably, these teachers were engaged in helping students feel comfortable with the method of the exam and to practice the format in order to move student achievement forward.

Notable challenges are present in Grade 8, where about half of our students are not yet proficient, which deeply and directly impacts their ability to perform on the Science assessment. Going into the 22-23 school year, programmatic shifts in the Middle School to a living environment curriculum, will result in some, if not all, students taking the Regents Exam in June 2023.

Specifically, our programmatic shifts are: intervention for all students, tutoring for Tier 3 students (following a rich summer school program for this same population of lowest achieving students), prioritizing Science in Grade 5 (via a shared teacher between our two MS), responsive and innovative school schedules, and a more practical and intentional approach to Summer Onboarding for teachers and leaders. Specific to Science in Grade 8, we are beginning a move to Living Environment Regents for our 8th grade Science students which will elevate our program in Science.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Our goal is for 75% of students to be proficient on the Science Exam.

ACTION PLAN

Brilla will reinstate a full science curriculum and assessment cycle in the 2022-2023 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. Brilla will hire a 5th grade Science teacher that is shared between the two MS campuses to enhance and prioritize Science instruction, and in preparation for the New York State 5th grade science exam. Additionally, Brilla intends to lengthen the class time for science in 6th, 7th, and 8th grade and offer the Living Environment Regents curriculum to all 8th graders in preparation for that examination.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 4: 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

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of 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 "Internal Exam Results" 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

2021-22 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[9]	37	100	22	No

[9] 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

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.[10]	2+ students	75%	453	33%	No

End of Year Performance on 2021-22 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[11]	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 2021-22 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

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

[11] 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

2021-22 NWEA MAP [Mathematics] 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[12]	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.[13]	2+ students	75%	451	30	No

End of Year Performance on 2021-22 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[14]	Number Tested	Percent Proficient	Number Tested

[12] 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

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

[14] 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.

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 2021-22 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

I-READY

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[15]	[%][16]	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2021-22 i-Ready [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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		

[15] 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, homeless students, etc.), please explain the rationale in the narrative section

[16] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

4		
5		
6		
7		
8		
All		