

Table of Contents

APPLICANT BACKGROUND.....1

ABSOLUTE PRIORITY 2: BRICK SERVES A LOW-INCOME DEMOGRAPHIC.....4

COMPETITIVE PREFERENCE PRIORITIES.....5

CPP 1: BRICK NEWARK PROMOTES DIVERSITY5

CPP 2: BRICK NEWARK WILL REOPEN ACADEMICALLY POOR PERFORMING SCHOOLS AS CHARTER SCHOOLS.....6

CPP 3: BRICK NEWARK EDUCATES HIGH SCHOOL STUDENTS.....7

CPP 5: BRICK NEWARK IS A NOVICE APPLICANT.....11

A. BRICK NEWARK IS A HIGH-QUALITY CSP APPLICANT.....11

(I) BRICK NEWARK’ DEMONSTRATES EXCELLENT ACADEMIC ACHIEVEMENT RESULTS.....11

STUDENT PERFORMANCE ON STATEWIDE ASSESSMENTS.....15

(2) ACADEMIC ACHIEVEMENT RESULTS FOR EDUCATIONALLY DISADVANTAGED STUDENTS AT BRICK’S CHARTER SCHOOL HAVE EXCEEDED THE STATE AVERAGE.....16

ANNUAL STUDENT ATTENDANCE RATES.....21

ANNUAL STUDENT RETENTION RATES.....21

STUDENT ACADEMIC GROWTH.....22

HIGH SCHOOL GRADUATION, COLLEGE ATTENDANCE, AND COLLEGE PERSISTENCE RATES--BRICK.....25

B. BRICK ASSISTS EDUCATIONALLY DISADVANTAGED STUDENTS.....25

COMMUNITY OUTREACH, FAMILY SUPPORTS, AND COMMUNITY PARTNERSHIPS.....37

(I) BRICK SERVES A SIGNIFICANT POPULATION OF EDUCATIONALLY DISADVANTAGED STUDENTS....41

STUDENTS WITH DISABILITIES.....41

ENGLISH LEARNERS.....44

(II) BRICK WILL CONTINUE TO SERVE A SIGNIFICANT POPULATION OF EDUCATIONALLY DISADVANTAGED STUDENTS.....44

C. BRICK’S HIGH-QUALITY EVALUATION PLAN.....45

LOGIC MODEL.....45

OBJECTIVE PERFORMANCE MEASURES.....45

DATA COLLECTION AND ANALYSIS.....48

D. BRICK’S HIGH-QUALITY MANAGEMENT PLAN AND PERSONNEL.....50

(I) BRICK WILL SUSTAIN SCHOOL OPERATIONS AFTER THE GRANT PERIOD HAS ENDED.....51

(II) BRICK’S MANAGEMENT PLAN IS ADEQUATE TO ACHIEVE ALL OBJECTIVES ON TIME AND WITHIN BUDGET.....53

PERSONNEL RESPONSIBILITIES, TIMELINES, AND MILESTONES.....55

(III) QUALIFICATIONS, RELEVANT TRAINING, AND EXPERIENCE, OF KEY PROJECT PERSONNEL.....56

Applicant Background

Building Responsible Intelligent Creative Kids (BRICK) is a nonprofit, 501(c)(3) single-school charter operator located in Newark, New Jersey, just eight miles from Manhattan. The charter’s name pays homage to Newark’s nickname, “Brick City”, while elevating the moniker to new heights and new meaning for inner-city children, parents, and families of New Jersey’s largest city. BRICK aims to place all children on a positive life trajectory by providing students with the academic and character skills they need to be college-ready and by addressing the elements of adversity that impede their academic success so they can all become successful adults. BRICK’s impact and reach does not stop with the end of the school day. BRICK strives to create a sense of community participation not just in its schools but also in each school’s neighborhood to broaden opportunity and services that can improve the focus on education.

BRICK is unique in that it operates both “fresh start” charter schools and turnaround schools in the South Ward of Newark. From 2010-2017, BRICK turned around student academic performance at two traditional public Pre-K-8 schools that were part of Newark Public Schools (NPS)—BRICK Peshine Academy and BRICK Avon Academy—and achieved great success with each as evidenced by the student academic results provided in Sections A and B¹. **When BRICK returned these schools to NPS operation at the end of the contract, both were high-performing schools, and Peshine was ranked 2nd in ELA and 6th in Math on State Student Growth Percentiles out of all elementary schools in Newark.**

Emboldened by these achievements and confident it could replicate these successes to benefit more educationally disadvantaged students, **in 2017, BRICK launched its first open-**

1

enrollment charter school, **BRICK Achieve Community Charter School (ACCS)**, which has also been recognized for its unique combination of academics and support services to students, parents/caregivers, and families. All BRICK “fresh start” charter schools are operated under the auspices of the Achieve Community Charter Network (ACCN), noted for simplicity in this application as “BRICK” schools.

This history of success in turning around chronically underperforming schools and operating its own successful charter spurred BRICK to create a **multi-year plan for replicating the accomplishments of its model in its existing location**. This plan was funded by a 2018 CSP Developer grant.

BRICK’s successful turnaround work has attracted the attention of the leaders of Marion P. Thomas Charter School (MPTCS), a chronically underperforming network in the city of Newark. MPTCS’s board of trustees has asked BRICK to replicate its model in the four MPTCS schools beginning in the fall of 2019, and BRICK and MPTCS have agreed to the charter management agreement. (Appendix E) The three MPTCS PreK-8 academies and one high school will become part of the BRICK network but will retain their existing names and locations: **MPTCS PAC (Performing Arts & Culinary) Academy; MPTCS STEAM (Science, Technology, Engineering, Arts & Math) Academy; MPTCS SELECT (Scholars Exhibiting Leadership Excellence Character & Teamwork); and The High School of Culinary & Performing Arts.**

Student achievement has suffered at these schools for years. Three years of data are supplied for the MPTCS network in **Appendix G**. The following table shows selected highlights from 2016-17 (most recent comparative data available) that illustrate the degree to which **this**

chronically underperforming charter network has underserved its educationally disadvantaged students—a condition to be ameliorated by BRICK’s proven turnaround plan.

As these selected data show, MPTCS’s average scores are significantly below that of the state in every indicator, including college readiness benchmarks. Additionally, MPTCS high

school offered no Advanced Placement courses and no dual-enrollment courses, and no students completed any courses in an approved Career and Technical Education (CTE) program.

MPTCS offered no mathematics courses beyond Geometry, enrolling the

Indicator	MPTCS	State
Met/Exceeded Expectations, PARCC ELA <ul style="list-style-type: none"> All students Grade 4 Grade 8 	29.8% 30% 27%	54.9% 56% 59%
Met/Exceeded Expectations, PARCC Math <ul style="list-style-type: none"> All students Grade 4 Grade 8 	17.6% 13% 15%	43.5% 47% 28%
NJASK Science Performance <ul style="list-style-type: none"> Grade 4 Advanced Proficient Grade 4 Proficient Grade 4 Partially Proficient Grade 8 Advanced Proficient Grade 8 Proficient Grade 8 Partially Proficient 	15% 50% 35% 6% 44% 51%	45% 40% 14% 27% 47% 27%
Met/Exceeded Expectations, Algebra I	14%	42%
SAT Reading and Writing Average Score	452	551
SAT Math Average Score	436	552
Class of 2017 4-year graduation rate	82.6%	90.5%
Class of 2017 5-year graduation rate	78.3%	91.8%
Postsecondary Enrollment, Any Institution	49.1%	71.1%
College Persistence—Enrollment 16 months after graduation, Any Institution	54%	76.1%

majority of its students in grades 11 and 12 in “other math” courses. Likewise, MPTCS offered no science courses other than Biology, Chemistry, and Earth and Space Science, providing instruction in “other science” courses for its seniors instead. Clearly, MPTCS has not been successful preparing its students for the rigors of college, nor has it graduated a sufficient body of students who can succeed at that level. Please see pages 6-7, for additional detail on BRICK’s plans to replicate its model at the high school level.

BRICK will also use CSP funding to replicate its proven “fresh start” charter school model with three additional schools: two in Buffalo, NY, and one in the Bronx.

BRICK’s mission as growing, high-performing charter network is to build innovators who

graduate college-ready to solve the world’s next set of challenges. BRICK’s **vision** is to provide a PreK-12 continuum that fosters the individual needs of students as they develop the skills, character, and values that will prepare them for college and empower them to use their unique perspective as an asset to shape our country’s future.

BRICK is confident that it has the level of dedicated and experienced **leadership**, a proven track record of community and family **partnership**, and an established base of external, high-quality, charter network **mentorship** to replicate its success and expand its impact to benefit 3,375 students in Newark, Buffalo, and the Bronx.

Absolute Priority 2: BRICK Serves a Low-income Demographic

BRICK serves children and families exposed to significant adverse childhood experiences and toxic stress² through a **two-generation evolving, comprehensive, interlocking network of education, social services, and community-building programs** (see page 38 for additional detail on these fundamental program components). BRICK’s long-term strategy seeks to follow these students from cradle to college and career and to bring a transformative force into the entire neighborhood in which each BRICK school is located.

BRICK’s turnaround approach has **demonstrated success supporting high-need students** through its management of two traditional public schools, BRICK Peshine Academy (seven years) and BRICK Avon Academy (five years). Current demographics for BRICK Achieve, as

² **Toxic stress** response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.

well as for BRICK’s single charter, Achieve Community Charter School (ACCS) are summarized in the graphic that follows.

Indicators	BRICK ACCS	State
Total Enrollment (PK-8)	223	1.41M
Race/Ethnicity:		
Black or African American	89%	15.7%
Hispanic	10%	27.8%
White	1%	44.6%
Other	0%	11.8%
Economically Disadvantaged	92%	38%
Students with Disabilities	18%	17%
English-lang. Learners	0%	6%
Home Language:		
English	100.0%	75.5%
Spanish	0.0%	15.2%
Other	0.0%	8.5%
Homeless Students	1%	1%
Students in Foster Care	3%	0%

From this data, it is clear that **BRICK serves a more educationally disadvantaged population than does the state as a whole—5.7 times the percent of Black or African American students, and 2.4 times the percent of economically disadvantaged**

students. **In addition, BRICK serves a larger percentage of students with disabilities and students in foster care than does the state overall.**

Competitive Preference Priorities

CPP 1: BRICK Newark Promotes Diversity

“Diversity” means many things at BRICK. It means charter leaders make a point to identify, recruit, select, hire, onboard, and support staff at all levels who are members of traditionally underrepresented groups *and* it means that BRICK seeks to have its staff demographics mirror that of the population of the students it serves. BRICK in no way discriminates against—nor does it seek to exclude or discourage applications from—anyone based on race, color, national origin, gender, age, or disability.

Current demographics for BRICK and Marion P. Thomas Charter School are as follows:

		Black/AfrAm	Hispanic	White	Other
BRICK	Students	89%	10%	1%	0%
	Certified Staff	64%	0%	36%	0%
MPTCS	Students	94%	6%	0%	0%
	Certified Staff	57%	8%	27%	8%

Enrollment at all BRICK schools, including the turnaround schools in the Marion P. Thomas

Charter School system (see CPP 2, page 6) is open to students from all educational, economic, and academic backgrounds.

CPP 2: BRICK Newark Will Reopen Academically Poor Performing Schools as Charter Schools

With support from CSP funding, BRICK will expand its network by replicating its model in Newark, NJ as it reopens four schools in the Marion P. Thomas Charter School network using BRICK’s proven model. Please see page 45 for the BRICK CSP Logic Model graphic (**Application Requirement F**).

Taken together, these four schools span the full complement of grades, PreK3-12, as noted on page 2 and in the following graphic. Therefore, BRICK will fully implement its model in the existing schools with all grade levels beginning in the fall of 2019. Families can apply for admission for any grade level with open seats. In the case of higher demand than BRICK can accommodate, students will enter a lottery (see **Appendix I.2** for lottery detail).

BRICK’s five-year CSP turnaround/replication plan is detailed in the table below, which shows each school by year of operation and the total number of high-quality charter school seats that will be available by year. This ambitious but achievable turnaround/replication plan also

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	TOTAL SEATS
Marion P. Thomas Charter School Network (Turnaround (Reopen)/Replication Schools)						
MPTCS PAC	Year 1	Year 2	Year 3	Year 4	Year 5	550
# of Seats	345	450	500	550	550	
MPTCS STEAM	Year 1	Year 2	Year 3	Year 4	Year 5	550
# of Seats	415	450	500	550	550	
MPTCS SELECT	Year 1	Year 2	Year 3	Year 4	Year 5	550
# of Seats	410	450	500	550	550	
MPTCS HS	Year 1	Year 2	Year 3	Year 4	Year 5	600
# of Seats	600	600	600	600	600	
BRICK Achieve Community Charter Network (Fresh Start/Replication Schools)						
Achieve Bronx 1	Year 0	Year 1	Year 2	Year 3	Year 4	525
# of Seats		150	225	375	525	
Achieve Buffalo 1		Year 0	Year 1	Year 2	Year 3	375
# of Seats			150	225	375	
Achieve Buffalo 2			Year 0	Year 1	Year 2	225
# of Seats				150	225	
TOTAL REPLICATED SCHOOLS: 7 • TOTAL HIGH-QUALITY SEATS: 3,375						

provides the foundation for the CSP budget by CSP grant year. Please see the budget narrative, attached, for additional detail (**Application Requirement M**).

CPP 3: BRICK Newark Educates High School Students

(i) BRICK will replicate its model to serve educationally disadvantaged high school students

As indicated in the preceding narrative and table above, BRICK will provide 600 high-quality seats for high school students. The Marion P. Thomas Charter School system already serves low-income, high-needs educationally disadvantaged students. Over 92% of its student body is economically disadvantaged—up from 79% just two years earlier—and 12% are students with disabilities. As the population is 93.7% black or African American, only 1% are English-language learners.

BRICK will continue to serve these students and more from the targeted neighborhoods. No student will be excluded based on any social, economic, educational, or physical condition.

(ii) BRICK prepares educationally disadvantaged students for enrollment in postsecondary education institutions

BRICK’s model for Marion P. Thomas High School of Culinary and Performing Arts is specifically designed to prepare educationally disadvantaged students for enrollment in postsecondary education institutions. Model components include the following:

- **College formatted classes:** Advanced Placement (AP) and other classes that prepare students for the rigor of college—more Socratic method (student-centered), less “chalk and talk” (teacher-led);
 - *Currently, MPTCS does not offer any advanced or dual-credit courses;*
- **Pre -College and Opportunities for Rigorous Academic Experiences:** MPTCS will work with the College Board to offer additional AP Courses while developing pre AP

courses and course syllabi. MPTCS faculty will participate in the College Board’s AP Mentor Program and receive AP training from The National Math and Science Initiative (“NMSI”) on their College Readiness Program—more Socratic method (student-centered), less “chalk and talk” (teacher-led); BRICK will also partner with the Newark City Learning Collaborative (NCLC) and Essex County College (ECC) to create and offer dual-enrollment courses.

- *Currently, MPTCS does not offer any advanced or dual-credit courses;*
- **Aggressive college counseling:** 100% of students will enroll in college, a certified trade school, or will enter the armed forces. MPTCS will use Naviance, a post-secondary planning tool, along with college counseling to ensure each 9th grader begins to complete post-secondary plans. All students will take the PSAT in Grades 9 and 10 and use KHAN Academy and other tutorial programs to improve the performance on the SAT. MPTCS will ensure all seniors apply to a minimum of five match-fit universities by December of their senior year. MPTCS will offer coaching and support in securing financial aid and College Writing and Planning Seminars to students and their families. In addition, BRICK/MPTCS will provide alumni support during transition points to support their completion through college: matriculation to freshman year, to spring and sophomore to junior year.
 - *The college matriculation rate for MPTCS is 49%, compared with 71% statewide.*
- **Increased elective options:** BRICK will provide a rich array of electives for students to experience (examples include **Anatomy and Physiology, Essex County College Electives in History and English Language Arts, and Probability and Statistics**); will also include PSAT and SAT test preparation seminars and workshops;

- *MPTCS offers Spanish as its only foreign language; in 2016-17, only 57% were enrolled in a visual or performing arts class.*
- **Increasingly complex literacy:** Close reading, rereading, and significant time allotted for students to practice with complex texts; also scaffolding so students can learn from books both at and above their reading level;
 - *In 2016-17, only 22% of 9th-graders, 34% of 10th-graders, and 32% of 11th graders met or exceeded expectations in ELA on the state exam.*
- **Two track mathematics:** (1) Students will constantly be exposed to grade-level materials, and (2) Students will have the benefit of targeted interventions to remediate skills;
 - *Only 14% of MPTCS students met or exceeded expectations in Algebra I; the charter offered no advanced math courses beyond Geometry.*
- **Culinary Program:** This is a current feature of the high school’s curriculum and draws students who wish to pursue the culinary arts as a viable career path. BRICK will pursue Career and Technology Education certification for this program. Additionally, BRICK has recently established a relationship with the Culinary Institute of America and is applying for Perkins Funding which will allow students to earn varied certificates.
 - *BRICK will create partnerships with other local trade schools so students have a viable career/technical education path after high school.*

(iii) BRICK provides support for educationally disadvantaged high school students to persist in and attain a degree or certificate

Historically, the Career and Counseling Office at MPTCS has offered guidance to students preparing for college or developing an alternative post-secondary career plan. Through Kaplan-

based SAT Prep, 1:1 counseling sessions, college fairs and campus tours, writing workshops, FAFSA workshops, and a Military Day, MPTCS high school staff have worked to ensure students and families have access to the tools and resources they need to become persist in and attain a degree or certificate. BRICK plans to augment these efforts with targeted remediation in math and ELA, close partnerships with colleges and universities (see section v, following), and establishing a peer mentoring, support system for students who attend the same IHE after graduation and provide alumni affairs support for student during pivotal transition points in college.

BRICK will also offer support to students through the first two years of college as graduates become established in their postsecondary paths. This is especially important as well over as it is estimated that over two-thirds of MPTCS students will be first-generation college attenders.

(iv) BRICK's project-specific performance measures

See page 46 for BRICK's turnaround goals, which include high school-specific targets.

(v) BRICK's will partner with IHEs and postsecondary training programs

BRICK is hard at work partnering with the following postsecondary institutions to provide clear pathways to college for its educationally disadvantaged high school students, to ensure students are provided counseling and support they need on campus to persist in and attain a degree or certificate:

- **New Jersey Institute of Technology (NJIT, <http://www.njit.edu>):** Partners with local high schools to increase the number of students from Newark attending their school. NJIT is 0.3 miles away from BRICK's new high school and is one of the leading science and technology schools in the U.S., top-ranked as a public honors college (by INSIDE Honors), top 50 public university (by 2019 U.S. News & World Report), and #1

nationally in student upward mobility (by Forbes); NJIT is also in the top 50 nationally for return on tuition investment;

- **Rutgers University - Newark Campus (<https://www.newark.rutgers.edu/>):** Rutgers offers free tuition to any Newark student whose family earns less than \$60,000, a tremendous benefit that will help many students avoid student loan debt. Their Future Scholars Program supports local students as they transition to college and as they persist through to graduation;
- **Essex County College (<http://www.essex.edu/>):** This partnership will provide opportunities for dual-enrollment courses so students can earn college credit; and
- **Culinary Institute of America Hyde Park (<https://www.ciachef.edu/cia-new-york/>):** BRICK's goal is to prepare its graduates for matriculation to this prestigious program.

CPP 5: BRICK Newark is a Novice Applicant

BRICK Newark has not previously applied to or received a grant from the CSP Replication and Expansion program; has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the CSP Replication and Expansion program; and has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the CSP Replication and Expansion program, making BRICK a novice applicant.

A. BRICK Newark is a High-quality CSP Applicant

(i) BRICK Newark' demonstrates excellent academic achievement results

Excellent results on NWEA MAP and STEP

BRICK's standalone charter, BRICK Achieve Community Charter School, posted outstanding achievement on NWEA MAP (Measures of Academic Progress) and STEP. The

following table shows data for this school only (comparison to state not available) after only one year of operation. Selected highlights of this achievement are shown here.

For a more detailed report with graphs and additional indicators, please see **Appendix I.3**.

Such a strong foundation in K and 1 position BRICK’s educationally disadvantaged students well for continued success throughout

Instrument	Description of Achievement
STEP Literacy	<ul style="list-style-type: none"> 94% overall made on year of growth (grew 3+ STEPS) <ul style="list-style-type: none"> 96.8% of Kindergarteners 90% of 1st Graders 69% overall are On Track (met their grade-level target) <ul style="list-style-type: none"> 66.7% of Kindergarteners 72.7% of 1st Graders
NWEA MAP ELA (Yearly Growth)	<ul style="list-style-type: none"> 87% met their yearly grade-level target <ul style="list-style-type: none"> 92.3% of Kindergarteners 72.7% of 1st graders
NWEA Map Math (Yearly Growth)	<ul style="list-style-type: none"> 84% met their yearly grade-level target <ul style="list-style-type: none"> 82% of Kindergarteners 59.7% of 1st graders
NWEA MAP ELA (80 th Percentile)	<ul style="list-style-type: none"> 71.5% of student performed above the national 80th percentile
NWEA MAP Math (80 th Percentile)	<ul style="list-style-type: none"> 60.7% of student performed above the national 80th percentile

elementary, middle, and high school.

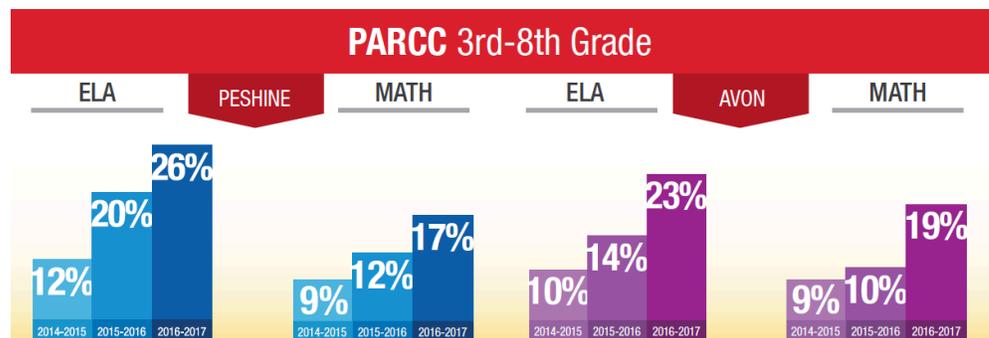
Excellent results on state exams

BRICK Newark’ academic achievement results for educationally disadvantaged students also exceed those of other public schools in the state. BRICK’s approach has proven that demographics are not destiny by consistently increasing student achievement on the nationally normed Common Core Assessment, PARCC³, at its two turnaround schools with tested grades as illustrated in the

following graphic.

BRICK’s success

story is not



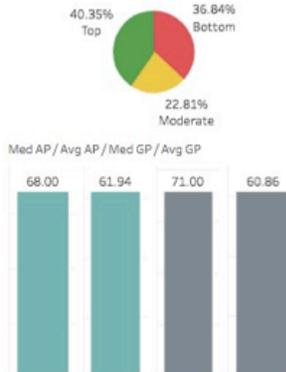
³ PARCC replaced existing statewide tests in 2014-15. Therefore, these graphics show all three years of available PARCC data.

completely told by looking only at “percent passing” numbers. When considering the percentage point gains and the resulting percent increases in the numbers of students succeeding on PARCC, BRICK has improved achievement to the following degrees of magnitude from 2014-15 to 2016-17.

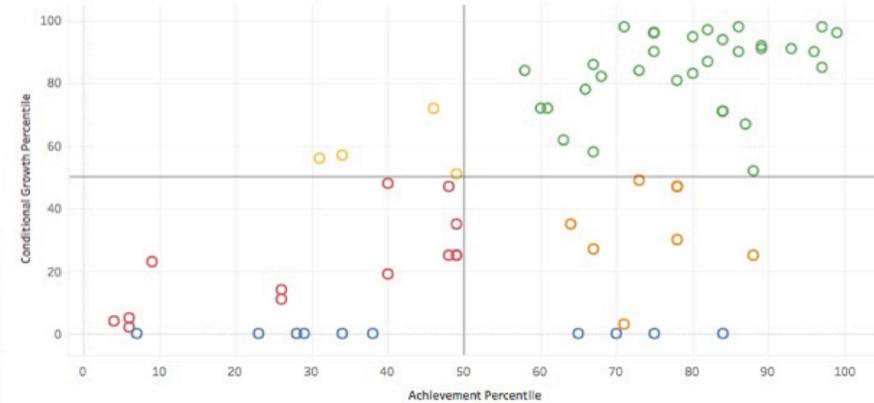
PERIOD OF INCREASE	BRICK Peshine		BRICK Avon	
	ELA	Math	ELA	Math
2014-15 to 2015-16	+8 points = +67%	+3 points = +33%	+4 points = +40%	+1 point = +11%
2015-16 to 2016-17	+ 6 points = +30%	+5 points = +42%	+9 points = +64%	+9 points = +90%
2014-15 to 2016-17	+ 14 points = +117%	+8 points = +89%	+13 points = +130%	+ 10 points = +111%

Literacy Achievement

SGO Count



Quadrant Chart



Achievement Count



Mathematics Achievement



These MAP scores demonstrate student achievement relative to student growth. **Within one year of operation Achieve will have met its organization benchmark on the NWEA/MAP. Over 35% of students in Math and Literacy are achieving in the top percentile over their nationwide peers. In addition, according to Strategic Teaching and Evaluation of Progress exam (STEP), 90% of students at Achieve Community Charter School are reading on grade level.**

With the support of CSP Developers grant funding, BRICK will replicate its model, thereby increasing access to high-quality educational choice for high-need students in Newark, NJ and the Bronx/NYC. Over the five years of the CSP project period, the Achieve Community Charter Network proposes to grow as shown in the graphic below. Projections show an increase in the number

of high-need students BRICK will serve by increasing access to high-quality schools of choice

INDICATOR	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
# Charter Students	1,770	2,100	2,475	3,000	3,375
Year's Growth	---	+43%	+18%	+21%	+13%
Estimated %/# Minority Students	98%	98%	98%	97%	97%
Estimated %/# Students with Disabilities	18%	18%	18%	18%	18%
Estimated %/# Economically Disadvantaged Students	318	378	445	540	607
	90%	90%	90%	90%	90%
	1,593	1,890	2,227	2,700	3,037

across an additional seven schools.

Student performance on statewide assessments

Experience increasing academic achievement. BRICK’s seven-year history of turning around chronically underperforming public schools has proven its model for increasing academic achievement for all students including economically disadvantaged, ethnic minorities, and/or those with disabilities. As evidenced by the following tables (excerpted from the NJ School Performance Reports for each BRICK-operated campus⁴), BRICK’s model of academic plus social service supports wraparound services has resulted in each campus meeting or exceeding all targets schoolwide, by race/ethnicity, and by special population with only one exception.

BRICK Avon

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.2	11.9	No	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	No
Hispanic	**	**	No	Met Target	Met Target	**	**	No
Black or African American	48.3	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	54.8	11.9	No	N	N	Exceeds Target	Met Target	No
Economically Disadvantaged Students	45.1	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	33.1	11.9	No	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	No

⁴ BRICK’s single charter school only enrolled students in grades K-1 in 2017-18. Therefore, no state-level tests have been administered, and no school performance report is yet available for that school. As stated previously, Avon and Peshine were returned to Newark Public Schools operation and management as high-performing schools and BRICK’s contract to manage those schools has ended.

BRICK Peshine

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2018-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.4	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	**	**	**	**	No
Hispanic	52.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	55.1	11.9	No	Met Target†	Met Target†	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	63.2	11.9	No	N	N	Exceeds Target	Exceeds Target	No
Economically Disadvantaged Students	57.1	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	26.8	11.9	No	Not Met	N	Met Target	Met Target	No
English Learners	**	**	No	N	N	**	**	No

For its single charter school, 2017-18 results have shown exceptional student growth on NWEA MAP in ELA and Math (see pages 4-5).

(2) Academic achievement results for educationally disadvantaged students at BRICK’s charter school have exceeded the state average

BRICK has been recognized for its methods and results increasing student achievement for a highly educationally disadvantaged student population. Academic results for certain student populations at BRICK-operated schools have exceeded the average academic achievement results for comparison groups of students in the City and the State (see graphics, next section).

BRICK produces outstanding annual student performance on state assessments

English Language Arts/Literacy Assessment – Participation and Performance

BRICK Avon

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	363	99.7	23.50	31.80	54.90	23.5	18.7	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	26	100.0	26.90	36.20	39.80	26.9	24.6	Met Target
Black or African American	267	100.0	21.90	24.10	35.20	21.9	18.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	57.40	80.70	N	**	**
American Indian or Alaska Native	*	*	*	62.50	53.70	N	**	**
Two or More Races	49	98.0	30.60	31.40	54.90	30.6	N	N
Female	184	100.0	31.50	38.10	62.20	31.5		
Male	179	99.4	15.10	26.20	48.10	15.1		
Economically Disadvantaged Students	299	99.7	25.70	34.30	36.20	25.7	18.9	Met Target
Non-Economically Disadvantaged Students	64	100.0	12.50	24.10	65.80	12.5		
Students with Disabilities	76	98.7	13.20	11.10	20.50	13.2	10.2	Met Target
Students without Disabilities	267	100.0	26.10	36.70	61.90	26.1		

BRICK Peshine

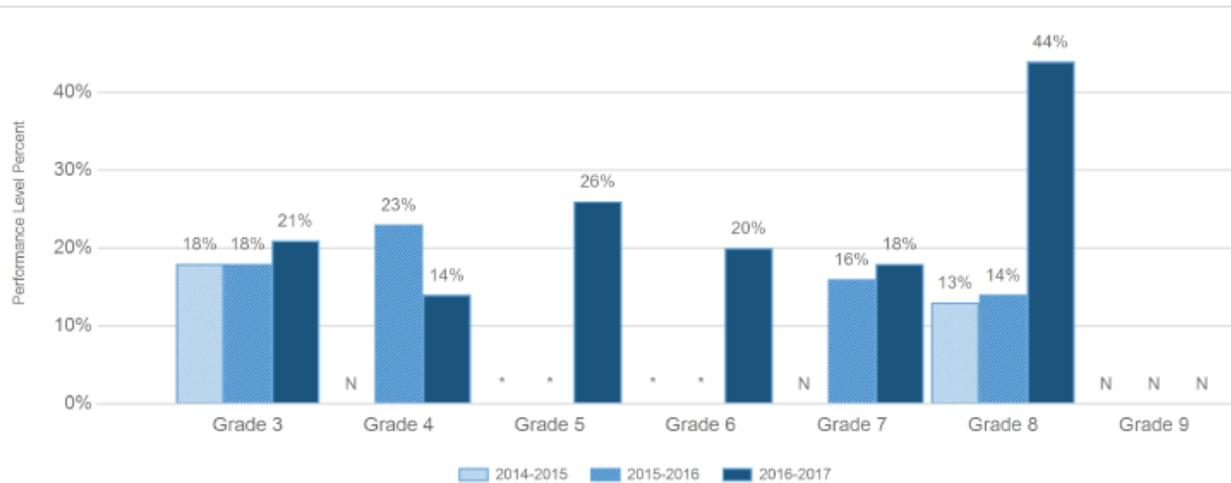
Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	393	92.5	26.20	31.80	54.90	25.5	22.6	Met Target
White	N	N	N	49.00	63.90	N	**	**
Hispanic	34	94.4	38.20	36.20	39.80	38	26.1	Met Target
Black or African American	272	91.6	22.40	24.10	35.20	21.7	22.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	57.40	80.70	N	**	**
American Indian or Alaska Native	N	N	N	62.50	53.70	N	**	**
Two or More Races	87	94.6	33.30	31.40	54.90	33.2	N	N
Female	186	95.4	33.30	38.10	62.20	33.3		
Male	207	90.0	19.80	26.20	48.10	18.8		
Economically Disadvantaged Students	291	93.0	*	34.30	36.20	*	22	Met Target
Non-Economically Disadvantaged Students	102	91.1	*	24.10	65.80	*		
Students with Disabilities	98	84.5	*	11.10	20.50	*	7.5	Not Met
Students without Disabilities	295	95.5	*	36.70	61.90	*		
English Learners	26	86.7	34.60	21.00	25.20	31.6	N	N
Non-English Learners	367	92.9	25.70	34.00	57.40	25		

The previous two graphics show that each BRICK school met all 2016-17 annual ELA/Literacy targets, both schoolwide and for all student races/ethnicities and special populations, with only one exception at one school. Additionally, the percent of BRICK Avon’s students with disabilities meeting or exceeding expectations on the ELA PARCC exam exceeded that of the district, as did the performance of BRICK Peshine’s Hispanic students and those of two or more races. BRICK Peshine’s English-language learners outperformed both the

district *and* the state in ELA.

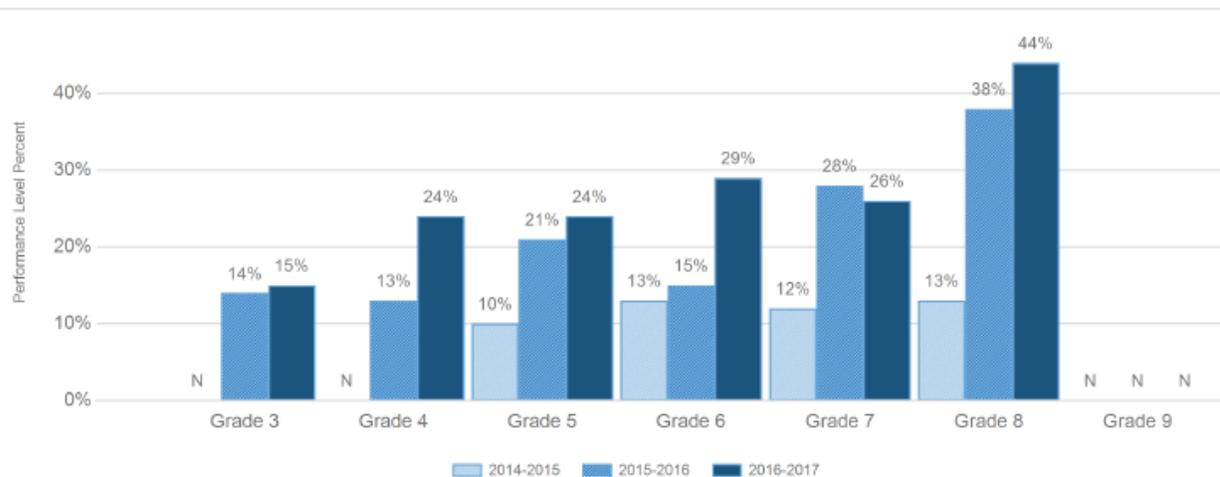
BRICK Avon

This graph shows the percentage of students who met or exceeded expectations for the past three years.



BRICK Peshine

This graph shows the percentage of students who met or exceeded expectations for the past three years.



The preceding bar graphs show BRICK’s **continued growth in English Language Arts/Literacy at each grade level**, demonstrating its ability to have an increasing percent of students meet or exceed expectations at every grade level in 2016-17 with only one exception at each school relative to the previous year. Moreover, when viewed as student progression (ex: 3rd graders in 2015-16 → 4th graders in 2016-17), the data is even more impressive: **BRICK’s academic and student support systems approach clearly increases student ELA/Literacy achievement for students within the academic year and year over year.**

Mathematics Assessment – Participation and Performance

BRICK Avon

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	362	99.7	18.50	24.40	43.50	18.5	14.4	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	26	100.0	15.40	29.80	27.60	15.4	20.5	Met Target
Black or African American	286	100.0	17.80	15.10	21.70	17.8	13.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.60	75.60	N	**	**
American Indian or Alaska Native	*	*	*	39.10	42.50	N	**	**
Two or More Races	49	98.0	24.50	23.90	44.90	24.5	N	N
Female	184	100.0	21.20	25.40	44.10	21.2		
Male	178	99.4	15.70	23.40	42.90	15.7		
Economically Disadvantaged Students	299	99.7	19.70	26.20	25.10	19.7	14.7	Met Target
Non-Economically Disadvantaged Students	63	100.0	12.70	18.60	54.30	12.7		
Students with Disabilities	76	100.0	10.50	*	16.50	10.5	8.6	Met Target
Students without Disabilities	286	99.7	20.60	*	48.80	20.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		

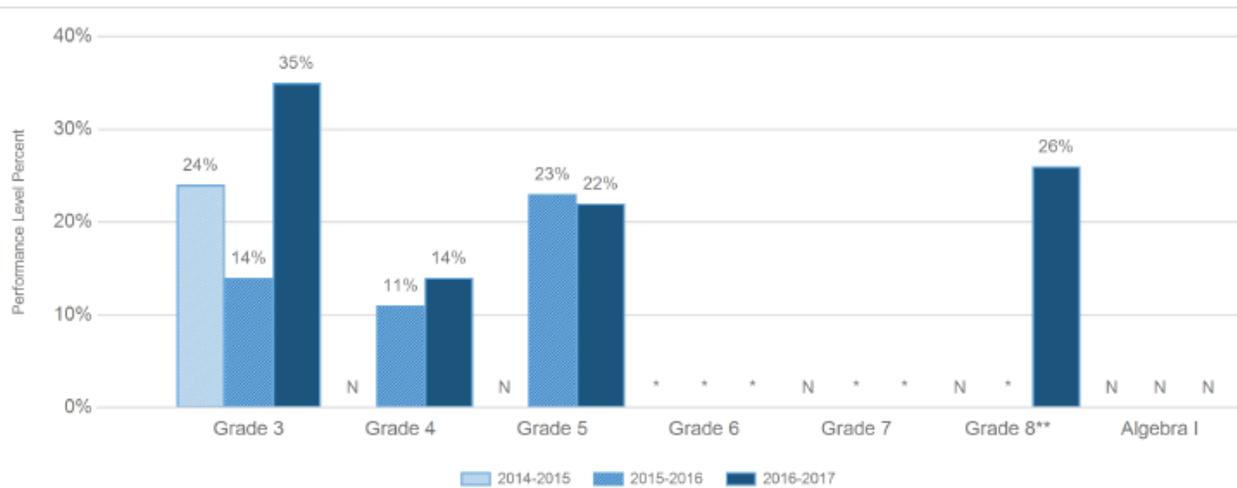
BRICK Peshine

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	405	94.4	17.20	24.40	43.50	17.1	15.1	Met Target
White	N	N	N	40.30	52.40	N	**	**
Hispanic	35	100.0	22.90	29.80	27.60	22.9	8.5	Met Target
Black or African American	281	93.4	15.00	15.10	21.70	14.6	15.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	61.60	75.60	N	**	**
American Indian or Alaska Native	N	N	N	39.10	42.50	N	**	**
Two or More Races	89	95.7	22.50	23.90	44.90	22.5	N	N
Female	190	96.4	22.60	25.40	44.10	22.6		
Male	215	92.7	12.60	23.40	42.90	12.3		
Economically Disadvantaged Students	297	94.9	*	26.20	25.10	*	14.8	Met Target
Non-Economically Disadvantaged Students	108	93.1	*	18.60	54.30	*		
Students with Disabilities	106	92.2	*	*	16.50	*	N	N
Students without Disabilities	299	95.2	*	*	48.80	*		
English Learners	27	90.0	29.60	20.70	23.30	28.1	N	N
Non-English Learners	378	94.7	16.40	25.20	45.20	16.4		

The preceding two graphics here show that each **BRICK turnaround school met all 2016-17 annual mathematics achievement targets, both schoolwide and for all student races/ethnicities and special populations, with no exceptions.** Furthermore, BRICK Avon’s Black or African American students and those of two or more races outperformed their peers in the district, and BRICK Peshine’s English-language learners again bested the performance of their peers in the district *and* the state.

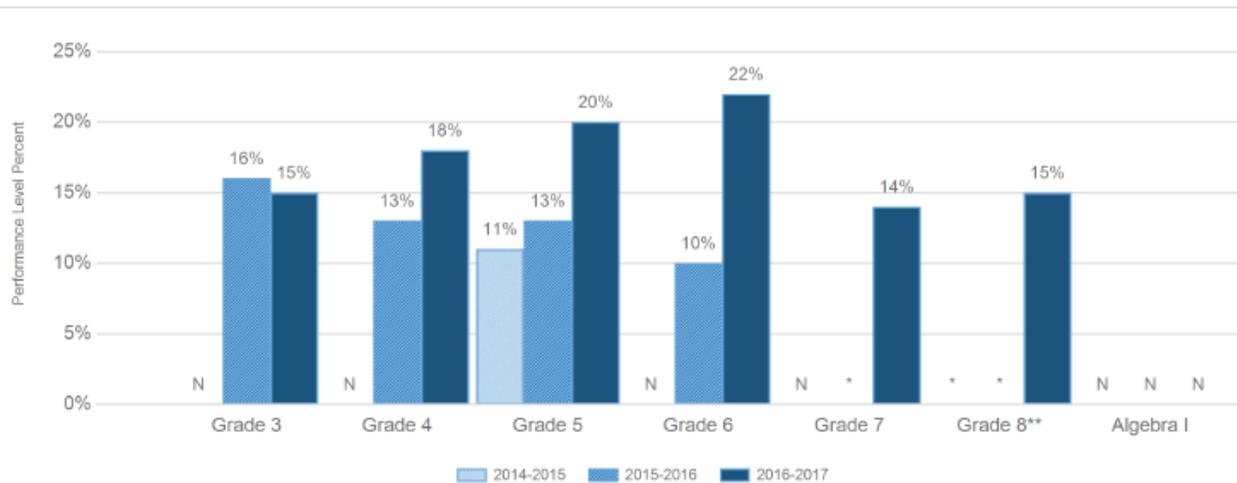
BRICK Avon

This graph shows the percentage of students who met or exceeded expectations for the past three years.



BRICK Peshine⁵

This graph shows the percentage of students who met or exceeded expectations for the past three years.



These graphics illustrating growth in mathematics achievement show results similar to those for ELA/Literacy: **both BRICK turnaround schools demonstrated an increase in student learning in mathematics from the previous school year almost across the board, and year over year student achievement continued to hold true in this content area as well.**

⁵ Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Annual student attendance rates

The students BRICK serves face many economic, academic, social, emotional, and physical and behavioral health obstacles which negatively impact their daily attendance at school. In particular, housing insecurity is an ever-increasing problem in Newark's South and West Wards. Here, the average household income is \$15,000 - \$18,000, yet an average two-bedroom residence costs \$1,250 per month. This creates untenable situations in which families are doubled - or tripled-up and many are forced to move when employment situations, income or family situations change.

In a city plagued by skyrocketing housing costs and extreme transiency, BRICK students are highly mobile. Across the city of Newark, chronic absenteeism (defined as students who are absent for 10% or more of the days enrolled during the school year) is an ongoing problem. Over one-third—35%—of students in Newark Public Schools missed more than 15 days of school, and another 17% missed 11-15 days. For BRICK Achieve Community Charter School in 2017-18, 13% of students were absent <5 days, and 87% were absent >5 days.

Improving attendance is a primary area of focus for BRICK leaders who continue to hone their strategies and approach in the face of widespread economic barriers in the South Ward community. School leaders, teachers, and support staff identify students who are on track for chronic absenteeism, conduct parent conferences, make home visits, and refer families to social services agencies that can provide financial, nutritional, housing, and mental health supports. BRICK will continue its multi-pronged approach to ameliorate this pervasive issue in all its schools.

Annual student retention rates

Student retention at BRICK Avon and BRICK Peshine is 78% and 81%, respectively.

BRICK Achieve Community Charter School, in its second year of operation, has posted a retention rate of 90%. According to the BRICK parent survey, over 90% of parents are satisfied with their school and 96% plan on return the following year.

Student academic growth

Students at BRICK’s two turnaround schools met or exceeded the ESSA accountability targets for ELA and Mathematics for each school and each student group for the 2016-17 school year (the last year BRICK managed these schools for NPS). Furthermore, **each school’s median Student Growth Percentile (SGP) was higher than that of the district and state medians in both subjects for both schools.** This data proves BRICK’s academic model is strong and its complement of wraparound services for students, parents, and families support educationally disadvantaged students in achieving above-average academic growth.

Student Growth—English Language Arts/Literacy and Mathematics

BRICK Avon

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	51	50	Met Target	51	50	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	67	53	49	**	64.5	51	47	**
Black or African American	52	47	45	Met Target	50	45	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	66	55	51	Exceeds Target	58	53	52	Met Target
Economically Disadvantaged	56	53	47	Met Target	53	51	46	Met Target
Students with Disabilities	40.5	42	41	Met Target	39	41	43	Not Met
English Learners	*	56	53	**	*	56	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

BRICK Peshine

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	51	50	Exceeds Target	61.5	50	50	Exceeds Target
White	N	N	N	N	N	N	N	N
Hispanic	53	53	49	Met Target	75.5	51	47	Exceeds Target
Black or African American	62	47	45	Exceeds Target	58.5	45	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	72.5	55	51	Exceeds Target	68.5	53	52	Exceeds Target
Economically Disadvantaged	64	53	47	Exceeds Target	65	51	46	Exceeds Target
Students with Disabilities	44	42	41	Met Target	40	41	43	Met Target
English Learners	87	56	53	**	71.5	56	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Each student receives an SGP for ELA in grades 4-8 and for Mathematics in grade 4-7 that explains their progress compared to students who had the same test scores in the prior year. A student's SGP falls between 1 and 99 and can be grouped into three levels:

Both

Low Growth: Less than 35

Typical Growth: Between 35 and 65

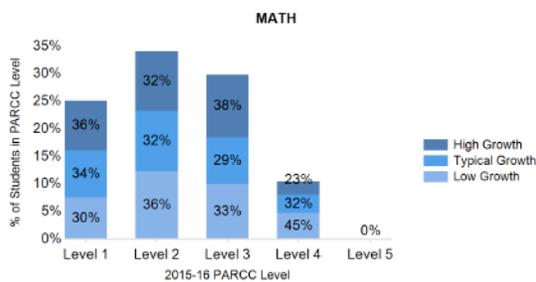
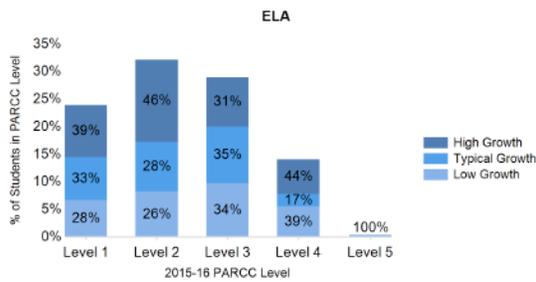
High Growth: Greater than 65

BRICK schools show high student growth in multiple grades across both subjects and show nothing less than typical growth in either subject.

BRICK Avon

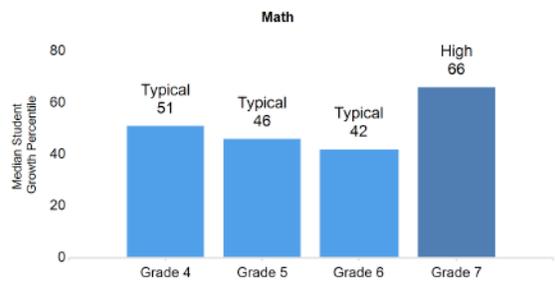
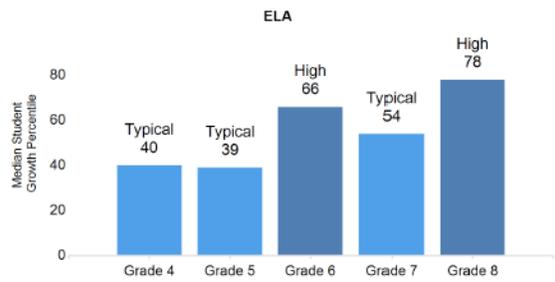
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

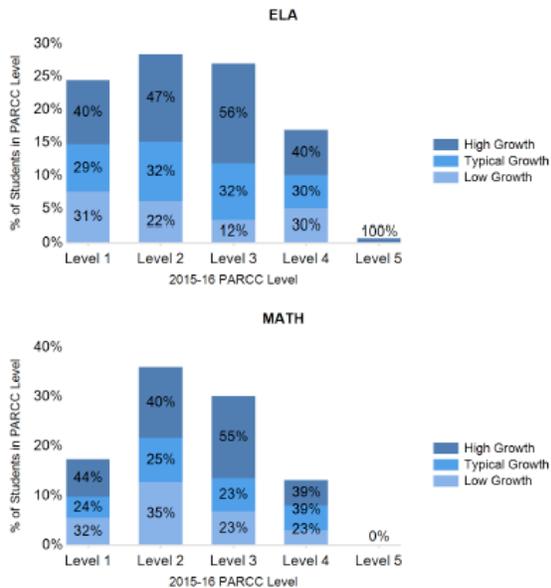
These graphs show the median Student Growth Percentile for students in each grade.



BRICK Peshine

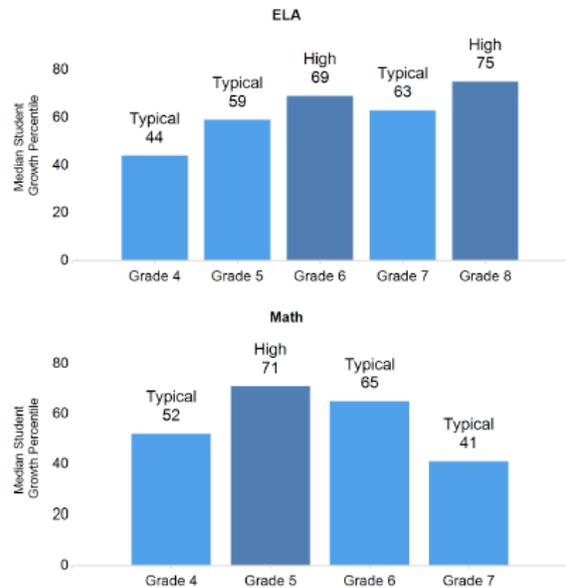
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

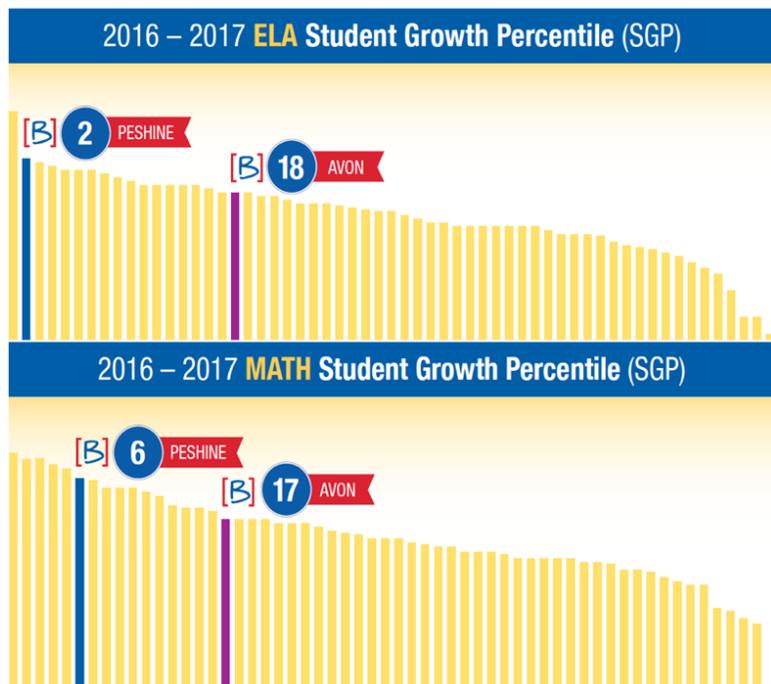


Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



From a different perspective—shown at right as achievement in Student Growth Percentile (SGP)—**BRICK’s success with these turnaround schools neared the top of all traditional public and charter elementary schools in the district—#2 and #18 of 59 in ELA and #6 and #17 in math.** These were record-setting scores for the two BRICK turnaround schools and represented the first time a South Ward school has been ranked at the top of this group. Please see **Appendix I.4** for a community news article about this outstanding success.



High school graduation, college attendance, and college persistence rates--BRICK

BRICK. BRICK Newark has not operated high schools in the past and so has no high school graduation, college attendance, or college persistence rates to report.

(ii) BRICK Newark' history of high-quality schools operation and management

BRICK has not had a charter school closed or its charter revoked or terminated, either through voluntary or involuntary disaffiliation. Should this unlikely event happen in the future, BRICK will assist students in enrolling in the nearest high-performing charter school.

(Application Requirement O.) Student safety is of utmost importance to everyone at BRICK, and there have been no issues related to student or staff safety.

(iii) BRICK Newark' history of financial and operational management

BRICK has strong financial and operational management, has never failed an audit, and complies with all applicable national, state, and local educational, operational, and safety statutes and regulations and will continue to do so as the BRICK model is replicated in the existing Marion P. Thomas Charter School system. BRICK has not had any significant issues in the area of financial or operational management or student safety, or other significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter. Please see audited financials, attached in **Appendix H**.

B. BRICK Assists Educationally Disadvantaged Students

BRICK's high-quality charter school model successfully addresses the academic, social, emotional, behavioral, and physical health needs of educationally disadvantaged students.

The **mission** of the BRICK Achieve Community Charter Network (ACCN) is to provide students with the needed individual support and world-class learning so that they develop the skills, character, and values that will prepare them for college, allow them to significantly

compete for a 21st century career, and enable them to ultimately develop their own unique perspective and voice, as they become innovators to solve some of our nation's toughest challenges.

To achieve this mission, ACCN developed a **unique instructional model** whose foundation is rooted in cultivating intellectual and identity curiosity and providing students with individualized daily rigorous college-preparatory instruction set to high standards. BRICK schools are fiercely committed to cultivating intellectual curiosity and providing students with daily rigorous college-preparatory instruction set to high standards.

Individualized College Preparatory Program: BRICK Achieve understands that students must have the choice to be invested in their own learning, and that different pathways need to be created so that each student can meet the same overall goal. BRICK Achieve develops a customized plan of learning in consultation with each student's parents, community mentors, and assigned school-based advisors who work one-on-one with students throughout the school year to ensure they meet their goals. The first building block of the academic program is small group instruction and individual learning time. Every single core content class is taught through small group instruction and each student can receive between 90-120 minutes of individual learning time to address skills gaps or accelerate their learning. During the individual learning block students are exposed to blended learning where kids rotate through stations with technology and staff. The second building block is personal coaching from a staff member on a weekly basis to help guide and support students to achieve their individual goals. The third building block is building an "innovators DNA" in each student. BRICK Achieve is preparing kids for careers that have not yet been invented. Throughout their academic experience students are exposed to the "Innovator's DNA": associating, questioning, observing, networking, and experimenting. To

assist in these efforts, students are exposed to computer science, which gradually becomes a core subject as students' progress towards eighth grade where they take a full block of computer science. Finally, BRICK Achieve believes in exposing students to enrichment activities and field excursions. Each scholar will participate in at least ninety minutes of enrichment activities every day and four field excursions throughout the year.

Positive School Culture: BRICK Achieve understands that a positive school culture facilitates strong academic achievement. BRICK works to ensure that every child begins to build his/her own value system rooted in intellectual curiosity and personal identity. The first building block of the culture program is to provide a safe space with routines, norms, and structures to allow students to safely explore their own unique identities. The second building block is to create conditions throughout their school experience to develop their identity. These experiences are taught through explicit lesson on character development and are embedded in their core content classrooms. The final building block is to challenge students to use their identity so that, upon leaving the program, they are charged with using their own experience and identity to be change agent in society. One of the critical components of the culture program is the scholar value system. BRICK Achieve invests time and diligence in explicitly teaching and constantly reinforcing its DREAMs core value system (see following section).

Trauma Informed Practices: BRICK Achieve has designed a trauma-informed model that supports students and families that have been exposed to adverse childhood experiences (ACE) and significant toxic stress. Many studies point out that children in urban communities are four to eight times greater to be exposed to ACEs than that of the general population. BRICK Achieve provides a specialized and integrated trauma-informed intervention system that allows staff to proactively identify the needs of every student and match these with tailored supports and

resources, including two-generation family supports. BRICK Achieve actively educates and trains staff on ACEs and how they will manifest themselves in the classroom and school building. Staff members are taught techniques to redirect students, so they can continue to teach their lessons when issues arise in the classrooms. When students need more specialized care, they are admitted to our BRICK Road To Success system where staff create a per-pupil care plan. The specialized and trauma-informed system is activated, and the student is provided with internal school and external supports. All of these services and interventions are tracked in the longitudinal and case management database BRICK has built for sharing student-centered education, health care, and family services data across all systems and partners. This data-centered approach allows for a deeper level of personalized learning by taking a holistic and whole-child approach to achieving student success.

The BRICK Core Content Curriculum

A best practice gleaned from the highest performing charter networks, BRICK has invested in an academic team that is responsible for creating common core fully aligned curricula and interim assessments for all core subjects. The rationale for providing centralized materials is that it allows teachers to focus on lesson delivery, responding to student needs, accounts for teacher gaps in content knowledge and teachers spend less time on lesson planning and more time on execution. Part of the CSP funding from this grant will be used to enhance the academic team to further develop materials for teachers and instructional leaders to implement. Below are some of the resources that BRICK uses for its model and is not a complete list.

English Language Arts (ELA) and Literacy

BRICK schools strive to end generational poverty by cultivating strong literacy habits at an early age. BRICK's Literacy Principles are articulated as:

- **Reading is Thinking:** Being able to decode words is one important part of reading, yet it is not the ultimate goal. Acquiring knowledge and making meaning is the ultimate goal, which requires using schema to synthesize new information with previous information. This is a complex process that is not mastered quickly. It is something that develops over time with practice.
- **Step Up Every Day:** Every lesson, every bit of feedback, every paragraph read matters to students' reading development. The effects are cumulative. Every day BRICK teachers help students master key knowledge and skills to advance to the reading level.
- **Prove It:** Providing textual evidence is an essential skill for a reader to master. BRICK students use the ACE method (Answer, Cite, Explain) to provide textual evidence to support ideas and statements made in class.

BRICK's ELA curriculum encompasses the core competencies of phonemic awareness, phonics, fluency, comprehension and analysis, and vocabulary and background knowledge. The curriculum is aligned with the New Jersey State Learning Standards' Literacy Principles.

Like several high-performing charter schools across the nation⁶, BRICK uses STEP™, which was developed by UChicago Impact, an initiative of the University of Chicago's Urban Education Institute. This research-based formative assessment, data management, and professional development system has been proven to significantly improve student achievement

⁶ STEP™ Expanding Nationally as Solution of Choice for High-Performing Charter School Networks". Press Release. UChicago Impact. August 20, 2012.

<https://uei.uchicago.edu/news/article/step%E2%84%A2-expanding-nationally-solution-choice-high-performing-charter-school-networks>

in literacy⁷. (See page 12 and **Appendix I.3** for more detail on BRICK’s STEP growth.)

The main focus in grades K-3 for BRICK schools is STEP Growth. STEP assesses children’s literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through a 13-level system toward reading proficiency. Each STEP tool aligns with scientifically-established milestones in reading development. Students move across a 13 STEP process to proficiency from Pre-K through 3rd grade, and educators and parents learn how to implement clear intervention strategies for each STEP level.

Teachers assess students at multiple times throughout the year and receive real-time data for with which to formulate specific instructional actions. School administrators gain critical, timely, actionable insight into a school’s literacy performance.

Guided reading occurs when learning readers practice reading with an expert reader, the teacher. Guided reading is a main component of BRICK’s literacy program. These sessions occur daily in all K-2 literacy classrooms in a highly structured 80- to 90-minute rotational block of small group instruction where the teacher is using an instructional-level book to help guide the readers through targeted reading skills. In addition to guided reading time, the block consists of **Lexia Reading Core5** (an online, differentiated, literacy instructional program), **Word Work/RAZ-Kids** (a blended learning platform that combines teacher-led whole-class and small-group instruction with technology-enabled resources for personalized reading practice), and **independent reading practice**. All BRICK teachers use the Guided Reading Lesson Plan Template to ensure they are planning for each component and applicable skills instruction,

⁷ See “PreK-Third Grade Literacy and Alignment Formative Evaluation Findings”. McKnight Foundation: https://www.mcknight.org/wp-content/uploads/ELEvalBriefs_10_14_13-1.pdf

remediation, and practice.

Other ELA strategies, curricula, and teaching methods BRICK uses include the following:

Leveled Literacy Intervention (LLI Leveled Books); **Wilson Foundations**—word study program; **Reading Mastery**—a direct reading program designed to provide explicit, systematic instruction; **Strategic Read-Aloud**—gives the opportunity to model the use of comprehension strategies using think-alouds and graphic organizers; **Skill Strand**—part of the Core Knowledge Language Arts curriculum (CKLA); teaches reading and writing in tandem; **Word Walls**—displays of high-frequency and content-related vocabulary; **Kid Watching Sheets**—to record observations and track student progress toward mastery of the daily lesson objective; and **Lucy Calkins’ Units of Study**—writing instruction through a workshop-based approach.

Formative and summative student assessment is crucial to monitoring student progress toward mastery. The graphic below (from BRICK’s K-2 ELA Guidebook) summarizes assessments administered throughout the year.⁸

Assessment	Frequency	Score Reporting	Desired Outcomes
STEP	4 times per year	Excel Spreadsheet by Component or STEP TOOL	Formal data cycle: plan instruction for new groups of students
CKLA Listening & Learning Domain Assessments	1 per domain	Grade book	Evaluate student success with ACE rubric scores for text-dependent written responses
CKLA Skills or Foundations Unit/Domain Assessments	1 per unit DOL Tracking Sheets	Grade book	Evaluate if students mastered sounds and sentence structure (If 80% of students do not master Foundations assessment, there should be re-teaching)
Writing Task	1 per unit	Kickboard	Results drive small group writing instruction

Mathematics at BRICK

Students learn best by doing. The instructional model employed in all K-8 BRICK

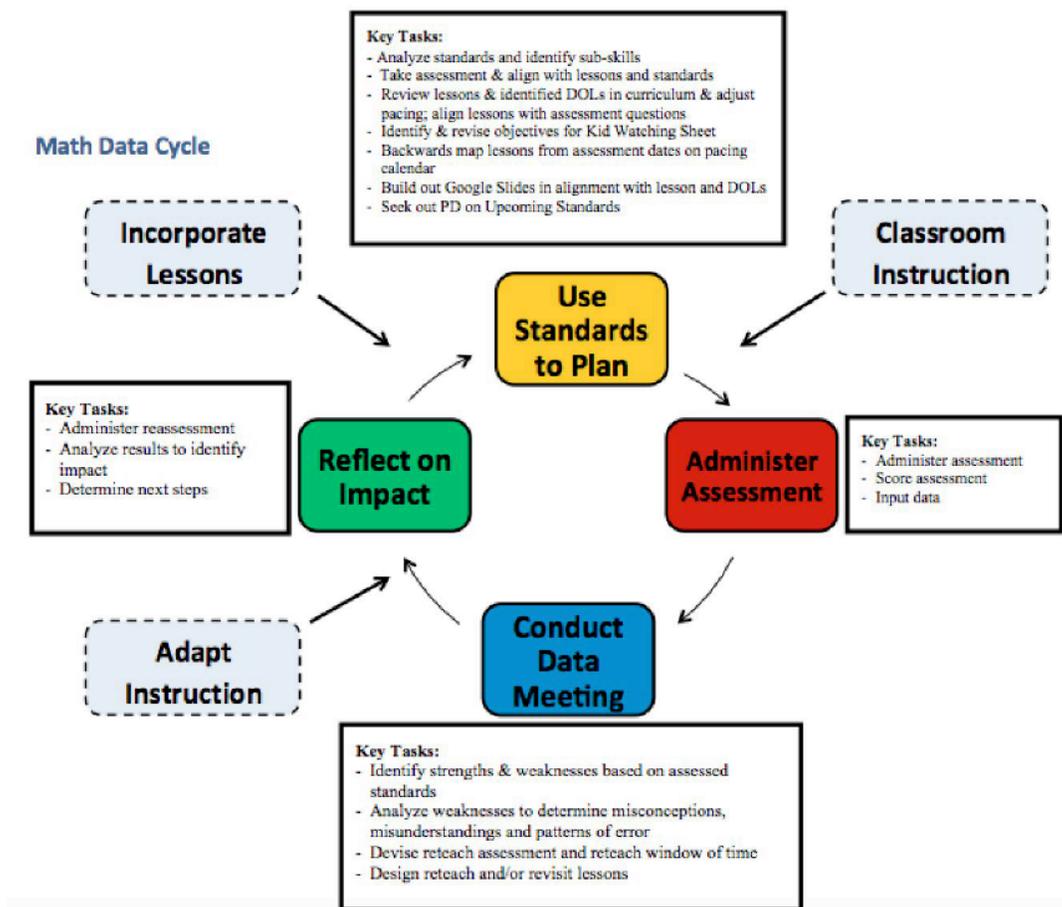
⁸ CKLA = Core Knowledge Language Arts curriculum. DOL = Demonstration of Learning.

ACE = Answer, Cite, Explain

mathematics classrooms ensures ample time for students to receive targeted instruction, guided and independent practice under the direct, close supervision of a teacher. Students then have time to practice current skills and recently taught skills in an adaptive online environment where they receive targeted feedback.

BRICK believes: 1) Math is grounded in everyday life; 2) Effective mathematics classroom practices include collaboration for sense-making, problem solving, discourse, and reflection to engage students and encourage perseverance; and 3) Growth can be accomplished for all scholars through the timely and consistent use of data as well as teacher reflection and timely responsiveness to scholars' needs.

BRICK's **Math Data Cycle** (graphic below) is the foundation of all teaching and learning.



Founded on data driven instruction, the data cycle includes assessment, analysis, and action and is the framework for support of all student success.

BRICK’s curriculum is designed to continually revisit concepts and build upon previous lessons. Therefore, there are ample opportunities in future lessons to revisit previously taught skills and concepts. BRICK the term “revisit” as opposed to “reteach”. Revisiting concepts and skills within the context of current or upcoming content is imperative as “deep conceptual understanding doesn’t happen overnight, or in one or two lessons. It takes time for ideas and concepts to marinate” (MaryJo Wieland, New Jersey Regional Mathematics Consultant). Revisiting allows teachers to keep on pace while emphasizing the connections between concepts. It is at the teacher’s discretion to determine when a revisit should occur.

BRICK schools use Math in Focus (the U.S. edition of the highly effective Singapore Math curriculum) as the main instructional resource (each has supplements) to meet the demands of the state learning standards. **Math in Focus** provides easy-to-use teaching and learning paths proven to develop students’ foundational understanding. Built on a framework developed by the Singapore Ministry of Education, it draws on best practices from around the world and highlights problem solving as the focus of mathematical learning. This program empowers students to develop critical-thinking skills, positive attitudes, and the confidence to persevere—setting the stage for achievement. In 2019, BRICK will pilot Eureka Math to judge the quality prior to full implementation across the network. Both approaches include teaching strategies for **English language learners (ELLs)** and **Response to Intervention (RtI)** activities to indicate problems that are appropriate for struggling, on-level, advanced, and ELL learners.

All BRICK mathematics teachers build lesson components around the preselected Demonstrations of Learning (DOLs) and add/edit daily in order to meet students’ ever-changing

needs. During class, the lesson slide deck is presented on the Smartboard to smoothly move students through the daily lesson.

Other math strategies, curricula, and teaching methods BRICK uses include the following:

Math-rich Environments (K-2)—all math centers and/or classrooms include a current academic math word wall, a number line, mathematical practices anchor chart (created with students), current student work with prescriptive feedback, and class academic goals, among other items; **Every Day Counts®: Calendar Math**—provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills, build math understanding, and raise test scores in 10–15 minutes each day; **Math Talk**—scripted questions that encourage students to explain their thinking; **Math Notebooks (3-8)**—used to organize student work and track progress throughout the year; **Math on the Spot**—student videos that walk students through solutions to selected problems while providing step-by-step instructions and explanations of key math concepts; **Math Journal Prompts**—writing prompts that include “What’s the error?” help students improve their writing skills while encouraging them to think critically about math concepts; **Kid Watching Sheets**—to record observations and track student progress toward mastery of the daily lesson objective; **Demonstration of Learning (DOL)**—teachers assess how well each student mastered the learning objective by scoring the DOL on the Math Kid Watching Sheet and providing some form of follow-up instruction to any student who did not master the DOL; **Priority DOLs (P-DOLs)**—throughout the course of a unit, students complete key tasks that help the teacher track progress towards standards mastery and PARCC performance; **Think-alouds**—teacher or student reader reads text aloud to the class, stopping regularly to share thoughts and make inner dialogue public; **WIK/WINK (What I Know/What I Need to Know)**—extracting information by writing what a word problem tells you using short

phrases; **i-Ready®**—built for the New Jersey Learning Standards, i-Ready provides data-driven insights teachers and leaders need to determine exactly where to focus instructional time to ensure all students are on track to meet rigorous expectations and succeed on the accompanying assessments; **Aggressive Monitoring**—an effective teaching strategy that enables teachers (via two “laps” around the classroom) to monitor student work, check for understanding, address misconceptions through feedback, and gather real-time data to drive instruction; and **Professional Development Videos**—downloadable videos containing general strategies for teaching concepts and skills.

Mathematics Assessment. BRICK teachers assess students and use the data not only to measure the impact of their instruction on student mastery but also when grading students. PARCC (Partnership for Assessment of Readiness for College and Careers) is the exam that New Jersey has adopted to assess New Jersey Student Learning Standards. It is administered each Spring to grades 3-8. In grades 3-8, two or three days a week in 40-minute **PARCC Power-UP Periods**, teachers (and interventionists, if scheduled) engage students in rigorous PARCC-aligned tasks. Students are divided into two homogeneous groups and rotate between two stations—with the teacher and independent work on Chromebooks. Teachers also use **Edulastic**, an educational assessment platform that provides educators with a time-saving, customizable method for assigning digital quizzes, tests, assessments, or worksheets to students. Edulastic includes over 20,000 tech-enhanced, PARCC-like questions and provides teachers with real-time data as students submit answers. The following two-part graphic (from BRICK’s K-8 Math Guidebook) summarizes the scope of math assessment.

Assessment	Description & When Administered	How it is used	How it is tracked
Curricular Beginning of Year Test (Go Math & MIF) (K-2)	Assessment of all skills that will be taught during the upcoming year. Questions are PARCC-like and require various response types. <i>*Administered in the fall within the first 2 weeks of school</i>	Used as benchmark to measure growth over the course of the year. Teachers administer and analyze the data to determine areas where students may have already mastered or partially mastered skills and adjust yearly plan accordingly.	Kickboard (manual entry) *Questions are aligned to units, lessons, and standards
NWEA MAP 3x per year (3-8)	Online assessment used to measure each student's progress or growth over one school year.	Used to measure growth from the beginning of a school year. When tested over multiple years, the assessments keep track of progress and growth in basic skills.	NWEA MAP platform
iReady 3x per year (K-8)	Online assessment used to measure each student's progress or growth over one school year.	Used to measure growth from the beginning of a school year. When tested over multiple years, the assessments keep track of progress and growth in basic skills.	iReady platform
Curricular End of Year Test (Go Math & MIF) (K-2)	Assessment of all skills that were taught during the year. Questions are PARCC-like and require various response types. Test is essentially the same as BYT & MYT, but with different numbers. <i>*Administered after all chapters have been taught – usually in June</i>	Used to measure growth from BYT. Teachers administer and analyze student mastery over the course of the year.	Kickboard (manual entry) *Questions are aligned to units, lessons, and standards *Recorded as TEST grade in PowerSchool
Chapter/Module/Unit Assessment	Assessment of all skills taught during the chapter. Questions are PARCC-like and require various response types.	Used to measure student mastery of taught standards. Teachers administer and analyze the data using the formal	Kickboard (manual entry by item analysis)

Assessment	Description & When Administered	How it is used	How it is tracked
	Teachers administer respective test in Go Math Assessment folder or MIF K-2 resources. <i>*Administered within one day of finishing the chapter review</i>	BRICK Data Cycle to determine where reteaching is required.	*Questions are aligned to lessons and standards *Recorded as TEST grade in PowerSchool
Are you Ready? or Show What You Know (Go Math) or Recall Prior Knowledge (MIF)	Administered at the start of each module/unit to determine level of prerequisite skills.	Teacher uses to determine prerequisite skills that may require teaching or reteaching. Teacher may reorganize readiness groups.	Teacher discretion
"DOL" questions	Each lesson includes 1-2 pre-identified questions used as the DOL. Assessed towards the end of the lesson to determine student mastery of the lesson's skill.	Teacher uses student performance to determine who needs to have the skill retaught – using reteach sheet, the next day.	Teacher records on Math Kid Watching sheet *Can be recorded as CLASSWORK grade in PowerSchool
P-DOL	Administered 2-3 times per unit/chapter <i>*Grades 3-8 are administered in Google Classroom via Form</i>	Teacher uses during coaching to drive instruction.	Students record on paper first and then transfer to Google Form; teacher analyzes in Google Sheet Teacher discretion
Interim Assessments (3-8)	Computer-based assessments designed to assess student mastery of taught content and skills (district-wide)	Used to measure student mastery of taught concepts and skills.	Teacher discretion

After the Assessment. Mathematical conferences occur during PARCC Power-Up Periods the week after an assessment is given. BRICK teachers provide individuals or groups of students with specific feedback, and action steps allow each student to take ownership of his or her learning. **Before** math conferences occur, students are expected to have received graded tests, made corrections, and reflected on areas for improvement. After corrections are made, students prepare to conference with teachers regarding next steps and goals based on test performance.

During the conference, the teacher begins by asking an open-ended question about how the student did and what changes s/he made to their work. The teacher probes for student reflection and what they plan to do differently during the current or upcoming chapter/module, which can include the student setting a percent goal for the next assessment. The teacher records a few brief notes on each student to refer back to during the next conference. Each student should have notes for each chapter.

Why math conferences? Conferences allow teachers to coach a student through a reflective process to determine a realistic goal for the next assessment. With time, effective conferences will be student-led so that students take ownership of the reflection and goal-setting process.

For additional curriculum and instructional information on BRICK’s science, social studies, and elective courses, please see **Appendix I.5**.

Community Outreach, Family Supports, and Community Partnerships

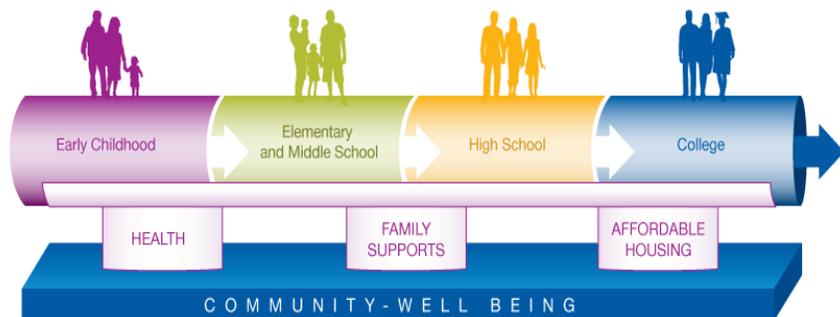
In the South Ward, 56% of children live in poverty—more than 1.5 times the national rate of 22%. Over 67% (two-thirds) of South Ward students do not graduate from high school, 35%

more than the students in Newark⁹. Only 8% of adults have a college education. Noting these challenges, BRICK’s Founder and CEO launched the South Ward Children’s Alliance (SWCA)¹⁰, a division of BRICK, to collaborate with neighboring schools to address the non-academic factors impeding student achievement for children living in poverty.

The SWCA was shaped by the belief that all children need and deserve **1) High-quality** programs at every developmental stage and in every domain (academic, social-emotional, and physical and behavioral health); **2) Strong families**; and **3) A safe and healthy community** in order to succeed as adults. The goal of the SWCA is early intervention through family-focused outreach programs to build family resiliency to address common problems such as lack of health care, hunger, and inconsistent housing, as well as parenting issues that impact academic performance, allowing BRICK to forestall future setbacks.

The **SWCA two-generation cradle-to-career educational pipeline** (see graphic) is a systematic, organized approach to ensure that all young people and their parents/guardians have ongoing access to and participate in high quality services and learning environments across the child’s developmental years to achieve educational success.

The vision for the SWCA’s continuum of solutions starts with heavily investing in the earliest



⁹ Newark: 50% graduation rate; South Ward: 67.6% graduation rate. $67.6 - 50 = 17.6$. $17.6/50 = 35.2\%$ = South Ward has a 35.2% higher rate of students failing to graduate high school than Newark.

¹⁰ <http://bricknewark.org/south-ward-childrens-alliance/>

years in both parents and children by strengthening parenting skills, ensuring children have a medical home and access to high quality early childhood programs and services. To address academic proficiency, the SWCA network of schools works to ensure children have great teachers and tutors, schools implement proven curriculum, and staff launch interventions strategies to promote school attendance. In addition, SWCA and partners fill gaps so that all children can attend high quality after-school programs. SWCA and its partners will blanket the neighborhood with resources to counter the high prevalence of adverse childhood experiences and the resulting trauma that contributes to poor school performance and behavior, and risk for later negative life outcomes.

BRICK believes that students achieve their greatest potential when parents are active partners in their child's education. Through frequent dialogue and consistent communication, BRICK staff create strong relationship with parents to help them support their children in school and at home and to build a school community where parents feel welcomed to voice their concerns and participate as full members of the community. **Before the school year begins**, a staff member visits each child's home. Parents receive contact information for the principal and their child's teacher during this home visit. **During the school day**, parents have the opportunity to talk with teachers and administrators upon arrival and dismissal, or they can schedule more formal time to meet. **To keep parents engaged**, BRICK schools host curriculum nights, family fun nights, four annual parent teacher conferences, and student showcases. In addition, BRICK encourages parents to volunteer for activities, such a running the Friday celebration school store.

BRICK has always been great community partner, listening to parents and community members who wish to provide **input on the implementation and operation of its schools**¹¹. In

¹¹ **Application Requirement I.**

the early stages BRICK seeks parent and community input at three different levels:

1. **Low:** BRICK solicits feedback through surveys and overall population data.
2. **Medium:** BRICK solicits feedback through community door-to door campaigns and small focus groups in which participants receive a gift card for their participation.
3. **High:** BRICK ask parents and/or community members to participate on advisory board and meeting on a regular basis to provide feedback on the designing of their school.

BRICK's community outreach supports the parents/guardians of current students and seeks to engage new and expecting families via a variety of family-focused programs, including:

- **The Family College:** Parenting education classes for first-time expecting parents and for parents and caregivers of children 0-to-3; provides regular and essential information about early childhood and directs parents to relevant resources and support so they can raise healthy and happy children ready to enter school prepared to learn.
- **The Family Hub:** Assists families in crisis and provides intensive case management. Licensed Master Social Workers are available to mediate and intervene in a variety of situations such as housing insecurity, family depression, domestic abuse, and other issues and to connect families to available services. Staff support families in taking direct action and monitor student performance as improvements are made to their home environments.

As an outgrowth of this work, BRICK schools enjoy **community partnerships** with the following organizations: Audible; Community Food Bank of New Jersey; First Tee of Essex County; FOCUS-Family Success Center; The Future Project; Imagine, A Center for Coping with Loss; My Very Own Library; Novartis; Rutgers Behavioral Health; United Way; Volunteer Lawyers for Justice; and Youth Development Clinic.

(i) BRICK serves a significant population of educationally disadvantaged students

Students with disabilities

The graphic below right shows the percent of children and youth served under the Individuals with Disabilities Act (IDEA) for each entity. Because it focuses on educating students who face a variety of academic, socio-emotional, and behavioral challenges, **BRICK’s population of**

students with disabilities exceeds 20% across all schools it operates and manages.

Relative Populations of Students with Disabilities			
U.S.	New Jersey State	Newark Public Schools	BRICK
13%	17%	16%	21%

BRICK schools are open to all students regardless of ability, home language, or economic or educational disadvantage¹². BRICK has an extensive history of serving the needs of **all students** and has honed its Special Education instructional approach through its seven years of turnaround work in traditional public schools where this high-need population ranges from 18.4% at BRICK Avon to 23.4% at BRICK Peshine. All students within the BRICK network receive a **free, developmentally appropriate public education** in accordance with the requirements of the IDEA, and this will continue to hold true as BRICK replicates its model by turning around the MPTCS system. BRICK’s philosophy is to provide the **least-restrictive environment** for students through its general education program, which is supplemented with personal aides and other individualized services according to each student’s identified areas of need. BRICK does not isolate or stigmatize students. Rather, BRICK operates a meaningful inclusion model that ensures that all students with disabilities have daily access to the general education environment.

¹² This section addresses **Application Requirements A(i), A(ii), C(i), C(iii), K, and L.**

BRICK supports for students with disabilities by: Carefully evaluating, re-evaluating, and re-classifying at regular intervals through the BRICK Roads to Success (behavior management, social-emotional learning, and intervention and referral programs; see **Appendix I.6** for an overview); Collaborating closely with families and with the students themselves in the design and monitoring of their individualized education plans (IEPs); Providing all necessary and appropriate transportation¹³ to and from school; Connecting families with external services¹⁴ to support their mental and physical health; Working with parents on strategies they can use at home to help their children succeed in school and in life; Aggressively recruiting and hiring highly qualified, experienced educators who have strong track records raising achievement for students with disabilities; and Providing all instructional staff with professional development in Special Education instructional strategies and accommodations.

Educationally disadvantaged students, including those with disabilities receive additional support in math and English language arts during Individualized Learning Time (ITL). ILT is structured as a rotation model (students rotate between teacher-led instruction and adaptive technology), with some students using **adaptive technology** platforms such as Lexia, Dreambox or i-Ready while others are instructed in **small-groups** by a dual-certified (regular and Special Education) teacher. Other students in need of the most intensive level of interventions are provided with **one-on-one and small group pull-out support** while their peers participate in

¹³ BRICK also offers transportation for general education students. BRICK provides a public transportation bus ticket to students who live more than two miles from their school and choose not to ride the school bus. **Application Requirement A(ii).**

¹⁴ Rutgers Behavioral Health and Youth Development Clinic.

elective classes, but the number and duration of these sessions are limited so as to still afford these students the opportunity for enriched coursework and activities that electives offer.

BRICK educates a high population of educationally disadvantaged students yet demonstrates that it supports *all students* in achieving in a rigorous academic environment. As evidenced by the following tables (excerpted from the New Jersey School Performance Reports for each BRICK-managed campus¹⁵), BRICK’s unique model of academic plus social service supports and wraparound services has resulted in each of its turnaround campuses meeting or exceeding all targets schoolwide, by race/ethnicity, and by special population (economically disadvantaged and students with disabilities) with only one exception per campus.

BRICK Avon

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2018-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.2	11.9	No	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	No
Hispanic	**	**	No	Met Target	Met Target	**	**	No
Black or African American	48.3	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	54.8	11.9	No	N	N	Exceeds Target	Met Target	No
Economically Disadvantaged Students	45.1	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	33.1	11.9	No	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	No

¹⁵ BRICK’s single charter school only enrolls students in grades K and 1 for 2017-18. Therefore, no state-level tests have been administered, and no school performance report is yet available.

BRICK Peshine

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.4	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	**	**	**	**	No
Hispanic	52.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	55.1	11.9	No	Met Target†	Met Target†	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	63.2	11.9	No	N	N	Exceeds Target	Exceeds Target	No
Economically Disadvantaged Students	57.1	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	26.8	11.9	No	Not Met	N	Met Target	Met Target	No
English Learners	**	**	No	N	N	**	**	No

BRICK is proud of its work supporting educationally disadvantaged students to achieve high, rigorous academic standards and will continue to do so as its network expands.

English learners

Neither BRICK nor MPTCS serve a significant portion of English-language Learners. This is due to community demographics and in no way reflects any policies or procedures that exclude or limit enrollment by students whose home language is not English. BRICK will continue to recruit students from all educational and linguistic backgrounds.

(ii) BRICK will continue to serve a significant population of educationally disadvantaged students

BRICK will continue to recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English-language Learners. BRICK’s current demographics, as well as those of the Marion P. Thomas Charter School system where BRICK will replicate its model and turn around chronic underperformance, reflect both systems’ commitment to serving educationally disadvantaged students. This is built into BRICK’s mission, and all open-enrollment practices will continue.

C. BRICK’s High-quality Evaluation Plan

Logic model

BRICK has proven that these inputs and model components work to produce outstanding academic achievement for educationally disadvantaged students. It is by invitation from the

Marion P. Thomas Charter School board that BRICK will replicate this model, extend it to include a college-preparatory high school curriculum, and turn around performance at four chronically underperforming public charter schools in Newark.

Inputs	BRICK Model/CSP Funding	Short-Term Outcomes	Long-Term Outcomes
Underserved student population	BRICK Model <ul style="list-style-type: none"> • Mission • Common Core Standards • Quality talent • Data • Individualized instruction 	High academic student achievement	Students own their story and are empowered to leave their mark on society. Student success in college and beyond
Family, community, policy supports	<ul style="list-style-type: none"> • Rigorous, college-preparatory instruction • Social Emotional Learning/Character Development • Computational thinking • College counseling and planning 	High attendance rates and student retention All open positions fully staffed by start of school	Students show up in the world ready to lead by demonstrating the best possible version of them self.
Experienced leadership	Fully enrolled schools that are self-sustainable off of public dollars	Replicate the BRICK model in four charter schools	Students experiment using creative thinking skills to take action.
Talent pipeline	Social supports for students and families	Scholars develop their own individual identity	Students seek knowledge and truth by observing the world
Strong and effective central office	Learning and innovation to improve results		

Objective performance measures

Org-wide, BRICK sets ambitious academic, enrollment, staff recruitment, teacher and leader retention, student attendance, student retention, and parent¹⁶ and staff satisfaction goals for its schools. The graphic below right shows organizational benchmarks¹⁷ the network strives to

¹⁶ This is one method BRICK uses to solicit and consider input from parents, **Application**

Requirement I.

¹⁷ BRICK students get a “DREAMer score” based on their daily actions and behaviors and have a goal to be a level 3 DREAMer at the end of each week. (**DREAMS** is BRICK’s student core

achieve for its turnaround schools.

The Goal-setting

Process. Beginning in January each year, each school in BRICK’s network reviews its previous year’s data as well as all interim data gathered to date (NWEA MAP results and content-related assessments) and

Turnaround (Within four years)	Benchmark
% of students who meet their ELA NWEA MAP goal	80%
% of students who meet their Math NWEA MAP goal	80%
% of students meeting state Math Student Growth Percentile (SGP)	80%
% of students meeting state ELA SGP	80%
% of students who meet their STEP goal in grades K-2	95%
% of students who are level 2 or 3 DREAMers at the end of the year	90%
% Average Daily Attendance	90%
% of students achieving college-ready scores on SAT (1010 by grade 12)	25%
% of students accepted to a 2-year or 4-year college/university or trade school	100%
% of students matriculating to a 2-year or 4-year college/university or trade school	99%
AP Scholars (Earn scores of 3+ on at least 2 AP exams).	25%
AP Classes (Students take at least two AP classes)	40%
Startup	
% of students who meet their ELA NWEA MAP goal	80%
% of students who meet their Math NWEA MAP goal	80%
% of students scoring proficient on state ELA exam	90%
% of students scoring proficient on state Math exam	90%
% of students who meet their STEP goal in grades K-2	95%
% of students who are level 2 or 3 DREAMers at the end of the year	90%
% of students who matriculate to a choice high school	100%
% Average Daily Attendance	90%
Turnaround and Startup	
% Teacher Retention	80%
% Leadership Retention	90%
% Student Retention	95%
% Parent Satisfaction	90%
% Staff Satisfaction	90%

prioritizes its areas of focus for the upcoming year. Then school leaders choose 2-3 metrics from the table above (depending on their school type—turnaround or charter startup), create an action plan to achieve them, and develop a corresponding budget to support their work.

BRICK’s Senior Leadership Team monitors progress toward achievement of each metric through quarterly data check-ins, where all school data is visible to all staff; monthly check-ins among the members of the Senior Leadership Team; weekly progress meetings between the Chief Academic Officer and each school principal; and weekly Senior Leadership Team

value system: Diligence, Respect, Empathy, Appropriate Self-Expression, Model Citizenship, and Self-Control.) This program supports student retention as well. Application Requirement B(ii). See also the description of BRICK Roads to Success, Appendix I.6.

meetings to review biweekly data (NWEA MAP results, obtained three times each year, and PARCC benchmarks or “PARCC Power-Ups”, see page 35 for additional information).

CSP Replication Goals

For this CSP replication and expansion project, BRICK’s founder and CEO assures the USDE that the network will achieve the following 3 goals and 14 outcomes during the five-year project period:

Goal 1: By the conclusion of this project BRICK will replicate its model to turnaround four elementary schools, turnaround one high school and open three fresh-start charter schools. BRICK’s high-quality charter school model in four turnaround schools.						
Objectives Performance Measure	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment (Increase by students)	225	2145	2475	2775	3225	3600
2019 CSP-funded schools in operation	–	4	5	6	7	7
Total schools in operation	1	5	6	7	8	8
% of students with low socio-economic status	80	80	80	80	80	80
Strategies:						
<ul style="list-style-type: none"> • Convert three chronically underperforming elementary/middle charter schools to high-performing BRICK schools (1,650 high-quality seats at full enrollment) • Convert one chronically underperforming charter high school to a high-performing BRICK high school (600 high-quality seats at full enrollment) • Continue to hire individuals for the Principal in Residency program to support the growth of the BRICK model • Continue to hire individuals for the Teacher in Residency program to support the growth of the BRICK model • Create and implement a robust student recruitment strategy for each region to ensure full enrollment • Enhance staff recruitment to support the CSP growth 						

Goal 2: By the conclusion of this project BRICK will improve student performance						
Objectives Performance Measure	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
% of students who meet their ELA/Math NWEA MAP goal	50%	60%	70%	80%	80%	80%
% of students who meet their STEP goal in grades K-2	100%	100%	100%	100%	100%	100%
% of students meeting state ELA /Math Student Growth Percentile	35%	50%	60%	70%	80%	80%
% AP Scholars (Earn scores of 3+ on at least 2 AP exams)	0%	5%	10%	15%	20%	25%
% of students accepted to a 2-year or 4-year college/university or trade school	31%	50%	75%	100%	100%	100%
Strategies:						
<ul style="list-style-type: none"> • Create a turnaround support team from the network office to support restart schools • Enhance the curricula and assessment program to reduce the amount of time individual teachers have to lesson plan • Provide our students with a “to and through” college counseling modeled after other high performing networks • Work with the AP All (Math and Science Initiative) to support the goal of students taking AP courses • Work with the STEP program for program implementation at the K-2 level • Hire additional core content instructional assistants for content expertise and supporting teachers 						

Goal 3: By the conclusion of this project BRICK will improve and scale it's an educational model to enhance student achievement and build a sustainable organization						
Objectives Performance Measure	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
% Staff answer with a 4 or 5 on annual survey that BRICK's model is designed to meet student individual needs and create outstanding achievement	80%	80%	80%	80%	80%	80%
% Employee retention	85%	85%	85%	85%	85%	85%
% Student retention	90%	90%	90%	90%	90%	90%
% Staff feel supported by BRICK's departments	90%	90%	90%	90%	90%	90%
% Staff rank BRICK as a positive place to work	90%	90%	90%	90%	90%	90%
Strategies: <ul style="list-style-type: none"> • Codify and disseminate BRICK's PreK-K-12 academic model that will prepare the next generation of innovators • Codify and disseminate BRICK's SEL/Character Development program • Develop a network high school support team • Measure and monitor staff satisfaction • Continue to build various departments to sustain growth (Talent, Fund Development, External Relations and Finance) • Create BRICK's regional office model and hire appropriate staff • Work with Relay Graduate school for Principal and Director training 						

How BRICK will accomplish these goals and objectives during the five-year CSP funding period is clearly laid out in sections that follow. Specifically, please see Section D for detail on the BRICK CSP project team, high-quality management plan, and timeline of major school launch activities by month and team responsible. At all stages of replication and expansion, BRICK will continue to monitor progress toward school-specific and organization-wide metrics as explained on pages 45-49.

Data collection and analysis

To facilitate program evaluation, the Project Director will work closely with the BRICK Chief Talent/Performance Officer, Director of Evaluation, External Evaluator (Child Trends), Senior Leadership Team, individual school leaders, and others in supporting roles to gather, analyze, and report on data to measure **progress toward project goals, objectives, and outcomes**. Data types, instruments and systems, and frequency of data collection and analysis is outlined in the following graphic.

Child Trends will continue to operate as BRICK’s external evaluator for this CSP grant as they have for BRICK/SWCA USDOE Promise

DATA TYPE	INSTRUMENTS/SYSTEMS	FREQUENCY
Student achievement data	Diagnostics for Math and ELA Reading Level Interim assessments PARCC (Common Core exam) NWEA MAP (Measures of Academic Progress) Advanced Placement (AP) exams PSAT, SAT exams	BOY, MOY, EOY Weekly Quarterly Annually
School, region, and network achievement: State rating, teacher retention, attendance, student persistence	See instruments, above School Performance Reports HR records Student enrollment	Daily (attendance); Annually (all other metrics) Also regular check-ins on progress toward annual org-wide goals
School, region, and network operations, including staffing, facilities, Child Nutrition Program fund balances, and transportation	Inventory Financial health Organizational health surveys (parent satisfaction, staff satisfaction) HR records	Monthly (budget vs. actuals) Annually (all other metrics)

Neighborhood grant. The CSP Project Director and internal Director of Evaluation will coordinate evaluation efforts with Child Trends to ensure economies of scale and prevent duplication of efforts, streamlining data collection and analysis processes, procedures, and evaluation reporting. The Project Director will also implement best practices learned from networking with other CSP directors and managers to further enhance evaluation of BRICK’s MPTCS turnaround effort and fresh-start.

The evaluation cycle that BRICK has adopted as an organization has five components: Determine goals of the program and create a valid logic model, write an evaluation plan, collect the quantitative and qualitative data, analyze data and write reports with actionable recommendations. Throughout the data cycle there is feedback loop between the program team and evaluation team on findings where action can be taken quickly, instead of waiting till the end of the project.

Research Design Overview

Similar to BRICK’s research design for the Promise Neighborhood grant the strategy will include a mixed of qualitative and quantitative methods to produce a quality report on BRICK’s

growth strategy and accomplishment of goals. The qualitative research that will be used for this project will include: researched based staff and student surveys, focus groups, individual interviews with various staff members and program observations. The quantitative methods will include annually collecting and reporting on trustworthy, correct, valid and significant performance data related to each of the CSP performance goals. These reports will be used by the organization across of levels of staffing to adjust practice and modify implementation of strategy. **All of these activities will be led by the internal Director of Evaluation with the support of the evaluation team and external evaluator.**

D. BRICK's High-quality Management Plan and Personnel

Experience managing large grant projects. BRICK has proven it has the capacity to organize, implement, and manage large multi-year federal grant projects. In 2017, BRICK's South Ward Children's Alliance (SWCA) was awarded a \$29.6 million Promise Neighborhoods grant (PR Award Number: U215N170054¹⁸) that will have a cascading series of benefits for children and families across the city of Newark for years to come. Barbara Dixon, Chief Program Officer and Executive Director of the South Ward Children's Alliance, serves as Project Director. This city-wide initiative has 25 outstanding partners, including Newark Public Schools, , Teach For America, the Newark Department of Health and Community Wellness, and the Newark TRUST for Education, among many others. In 2018, BRICK was awarded a CSP Developer grant that, at full enrollment, will expand the network to 675 high-need, low-income students in Newark, New Jersey. This CSP application is for four turnaround/replication schools

¹⁸ Please see <https://innovation.ed.gov/what-we-do/parental-options/promise-neighborhoods-pn/awards/> and <http://swcalliance.org/site/promise-neighborhoods/>.

and three *additional* fresh start/replication schools that were not included in the 2018 CSP Developer application.

Capacity to manage additional schools. BRICK has the experience, expertise, and capacity to successfully manage additional turnaround work in Newark and will expand its organization at the network level to ensure adequate support for these schools as they transition to the proven BRICK model. Please see abbreviated organizational charts on page 55 and the full chart in **Appendix B.**

(i) BRICK will sustain school operations after the grant period has ended

BRICK's experience successfully turning around two failing public schools and sustaining (and even increasing) that success, together with the high quality and exceptional academic results its single charter school has achieved in its first two years of operation, demonstrate that the network's approach has enabled students to reach challenging State performance standards in both traditional public and charter school environments. BRICK intends to support, maintain, and continue to operate all its charter schools, including those established with CSP funding, at this high level of rigor, expectation, and results throughout the project period and after grant funds under this program are no longer available. Once fully enrolled, each BRICK school is sustained by the same state and federal per-pupil funding available to district schools. BRICK is committed to ensuring that its schools is self-sustainable after year 4 of each school launch. The CSP funding requested in this grant enables us to bridge the funding gap between the planning year and full enrollment as a network.

As detailed in the **budget narrative** as well as **Appendix H**, BRICK's financial model is based on a replicable plan to establish the staffing, supplies, operational infrastructure, and other supports for each school. Likewise, BRICK has formulated a CSP funding plan for each school

from year 0 (planning) through year of operations.

The plan for continuation rests on the following **five approaches to sustainability**¹⁹:

- 1. Recruiting, hiring, onboarding, training, supporting, and retaining high-quality leaders for all leadership, instructional, and operational roles (network, regional, and school-level):** Our strength is our people. As the network expands, so too will BRICK’s human resources infrastructure so as to maintain, and even improve, the high quality of staff, their effectiveness, and their longevity with the charter.
- 2. Providing ongoing academic, financial, and operational support via a strong central office:** Ensuring fidelity of implementation for BRICK’s proven academic and social-emotional model, while simultaneously maintaining strong supports as the network grows is crucial. BRICK will continue to operate with programmatic and financial integrity and will ensure replicable systems for new schools across the network.
- 3. Carefully stewarding all public and private funding:** BRICK understands that careful stewardship of all funding—granted and per-pupil—signals the network’s fiscal responsibility and can attract a wide variety of additional partners. BRICK will continue to be transparent about its finances, the results it achieves through various initiatives funded with public and private monies, and the impact on its schools and the network as a whole.
- 4. Establishing, nurturing, and expanding strategic community and business partnerships:** A hallmark of BRICK’s model is its broad base of community support and the public recognition it has received for early and continuing efforts and successes. As the network expands in Newark, BRICK will identify strategic partnerships (such as those noted on pages 7-8 and 10) that will mutually enhance the missions of each organization so that all

¹⁹ Additional information for **Application Requirement H.**

may benefit and that, ultimately, all students will succeed.

5. Ensuring effective oversight and governance: BRICK will continue to seek Board members whose talents and expertise strengthen network operations and student achievement results. The Senior Leadership Team, led by the CEO, will work in close partnership with the Board, and Board members will set policies that enhance all of the preceding approaches to sustainability noted here.

(ii) BRICK’s management plan is adequate to achieve all objectives on time and within budget

BRICK’s design team brings a combined 60-plus years of experience turning around chronically underperforming schools. Team members’ specific skills and strengths include: **Academics and Education Programming** (curriculum development, instructional leadership, and social and emotional learning); **Operations and Finance** (facilities and fiscal management); **Parent and Community Engagement** (outreach, and human services navigation and supports); **Performance Management** (data collection, analysis, reporting and use); **Talent Recruitment and Human Resources Management**; **Fundraising** (includes fund development strategy and implementation); and **Change management** (includes organizational growth).

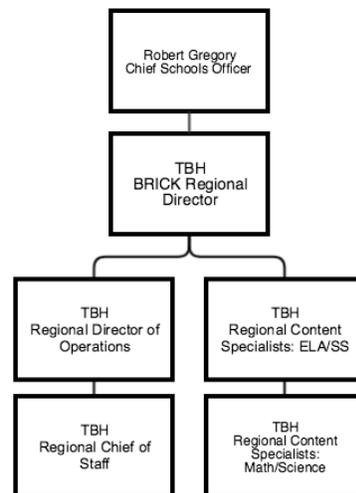
The design team members’ combined experience includes past and present positions in corporate, district, or charter schools and nonprofit and philanthropic settings. Most members of were founders of BRICK’s innovative school model, which was built on the following three pillars: **1)** Key design elements gleaned from the highest performing urban schools; **2)** Implementation strategies to address students' social needs; and **3)** Programming and supports to stabilize families. Lastly, and most importantly, the BRICK design team has deep experience operating high-performing schools as well and maintains two key programs to ensure

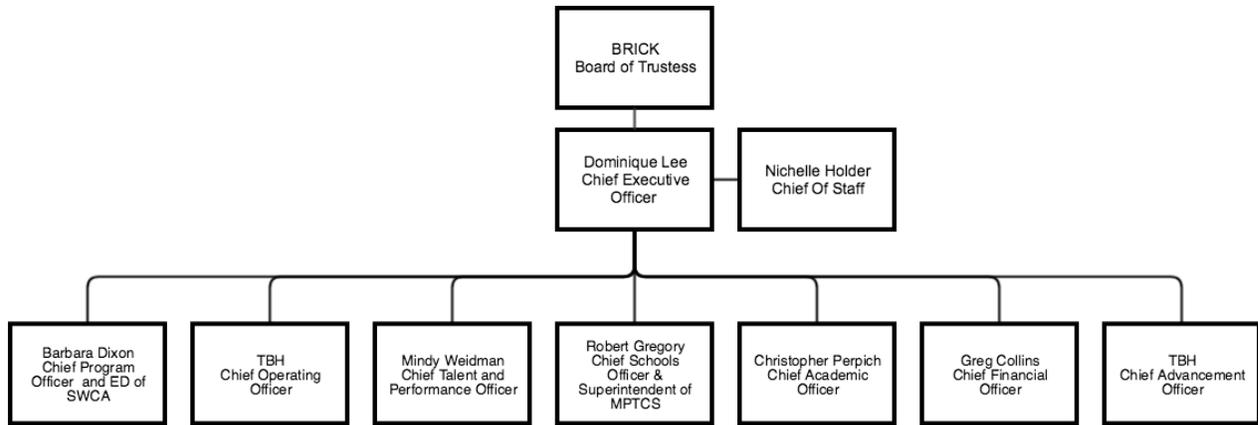
its schools continue to be staffed by high-quality leaders and teachers.

The BRICK Principal-in-Residence (BRIR) is a full-time, intensive, paid learning opportunity that provides participants with the leadership development and immersion into the BRICK model to lead a future BRICK school. The BRIR program is a year-long fellowship and BRIR's are placed at other high performing schools within the BRICK network. Through BRICK's partnership with Relay Graduate School, BRIR's also enroll in the Relay Graduate School's National Principal and Principal Supervisors Academy Fellowship. Throughout the fellowship BRIR's are coached by an exceptional Principal within the BRICK network and this coaching extends through the BRIR's first year as principal, on top of their supervisor coaching.

To create a pipeline of teachers to support BRICK's CSP growth, BRICK provides a **Teacher-in-Residence (TIR) program** for potential candidates that want to begin a successful long-term career as a teacher. TIR's are part of Relay Graduate School professional development for teachers, are paired with a high performing teacher at a BRICK School, receive formal coaching once a week and throughout the process are provided professional development opportunities. In the TIR's first year they are responsible for teaching some core subjects under the direction of a high performing teacher.

A portion of CSP funding will be used to strengthen BRICK's regional staffing to support additional turnaround/replication schools and fresh start/replication schools. The two org chart graphics here show lines of reporting for key leadership positions. Please see the budget narrative for detail on which positions will be supported with CSP funding.





Although BRICK’s model is highly centralized, BRICK does believe in having local leadership to support its schools to achieve high student achievement. The breakdown between the Regional Office and National Office is attached in **Appendix I.7**.

Personnel responsibilities, timelines, and milestones

BRICK will achieve the objectives of the proposed project on time and on budget with an established management plan and an experienced management team. The graphic below right

details activities leading up to the start of school for MPTCS **turnaround/replication schools**. The graphic on the next page shows launch activities for **fresh start/replication schools**.

MONTH	MAJOR TURNAROUND ACTIVITY	TEAM RESPONSIBLE
Completed	School financial model created	Finance
In Process	Develop and refine curriculum for high school as an outgrowth of BRICK’s K-8 model	Academic
January	2-3 foundations identified to support growth	Development and Growth
February	Principal in Residence positions posted	Talent and Performance
March	Draft/adapt school policies and procedures and parent handbook	Academic and Operations
	Student recruitment begins	Development and Growth
April	Announce notice of CSP grant award to BRICK/MPTCS learning communities to review goals, objectives, activities and budget	CEO, Chief Schools and Chief Academic Officer
	School lottery conducted	Operations
	Student registration begins	Operations
	All open positions posted	Talent and Performance
May	Curriculum finalized for high school	Academic
	School position interviews begin	Talent and Performance
June	School staff fully hired	Talent and Performance
	Welcome to BRICK/MPTCS event	Operations
	Collect IEPs from parents	Operations
July	School leadership team retreat	Academic
	Principals submit their final school action plan	Academic
	Purchase all school materials, technology, and licenses for all schools	Finance
August	Create new school in all HQ systems	Talent and Performance
	School staff retreat and onboarding	Academic
September	School opens	All

Month	# Months from Launch	Major Launch Activity	Team Responsible
May	28	New region approved by executive team	Development and Growth
		2-3 foundations identified to support growth	Development and Growth
		Develop a Need and Segmentation Analysis	Development and Growth
June	27	Board confirms new region	Development and Growth
July	26	Regional Director position posted	Talent and Performance
		Buyers Rep hired to research land or building availability	Operations
October	23	1/3 Philanthropy committed	Development and Growth
		Regional Board members are recruited	Development and Growth
Dec	21	Regional Board meet to incorporate	Development and Growth
		Regional Director Hired	Talent and Performance
		Principal in Resident position posted	Talent and Performance
January	20	School Financial model created	Finance
February	19	Charter application submitted	Development and Growth
April	17	2/3 Philanthropy committed	Development and Growth
May	16	Principal in Resident hired	Talent and Performance
		Site/Building Secured	Operations
June	15	Building designs finalized	Operations
July	14	Building zone process begins	Operations
		Construction/Renovation process starts	Operations
		Align curriculum/academic, school procedures, policies and resources with local laws, regulations and learning standards	Academic and Operations
		100% of Philanthropy committed	Development and Growth
October	11	Student recruitment begins	Development and Growth
December	9	All positions for new school posted	Talent and Performance
January	8	School position interviews begin	Talent and Performance
March	6	Principal submits their draft school plan	Academic
April	5	School lottery conducted	Operations
		Student registration begins	Operations
May	4	Develop parent handbook with local context	Academic
June	3	School staff fully hired	Talent and Performance
		Welcome to BRICK event	Operations
		Collect any IEP's from parents	Operations
		Secure any external partnerships with Community Development Corporations and Health providers	Development and Growth
July	2	School leadership team retreat	Academic
		Principal submits their final school action plan	Academic
		Purchase all school materials, technology and licenses for school	Finance
		Create new school in all headquarters systems	Talent and Performance
August	1	School staff retreat and onboarding	Academic
September	0	School Opens	

(iii) Qualifications, relevant training, and experience, of key project personnel

As further detailed in the team resumes (attached in **Appendix B**), BRICK has assembled a dedicated and highly qualified staff for its overall operations, several of whom will provide direct leadership, oversight, and management to this CSP Replication and Expansion project²⁰. Please also see **Appendix B** for a complete organizational chart.

²⁰ This section also addresses **Application Requirement H**.

Dominique Lee, BRICK Founder and Executive Director, oversees the strategic direction for two divisions of BRICK—**BRICK Academy**, its schools portfolio, and the **South Ward Children’s Alliance**, the collaborative action network of school partners formed to improve educational options for children and end generational poverty. Dominique started BRICK as New Jersey’s first nonprofit school management organization in collaboration with the Newark Public Schools and secured an innovative contract to turn around the district’s lowest-performing elementary schools with sole responsibility for instruction, human capital, operations, and facilities. BRICK was highlighted on the front page of the New York Times for being an innovative model within the public education system. Among many other accolades and achievements, he has been honored by NBC News’ The Grio as one of the Top 100 African American History Makers (2010), was selected as a speaker at the Pajara-Aspen Institute Annual Conference (2015), and received the Young Change-makers Award from the Community Foundation of New Jersey (2015). As CEO, Dominique will ensure this BRICK replication project achieves its goals and objectives and will manage the Project Director to implement and execute all activities according to the timeline and budget proposed.

BRICK’s **Chief Academic Officer, Christopher Perpich**, will serve as the **CSP Project Director**. Christopher began his career as a Teach For America Corps Member in Newark where he taught for six years and spent three years facilitating learning teams for first- and second-year Newark Corps Members. In 2008, he was recognized with a Lands’ End Teachers Light the Way Award and has served as Vice Principal at BRICK Avon Academy for four years before being chosen for his current role. As CAO, Christopher researched, designed, and implemented the academic program for BRICK Avon and BRICK Peshine, designed a two-week summer training institute for 150 teachers, and coaches and supports two principals, six vice principals, and other

instructional support staff as they execute BRICK's academic program.

During the CSP funding period, Christopher will ensure the BRICK academic program is faithfully replicated through intensive teacher training and support and that the network maintains and improves student academic growth and overall academic achievement results both schoolwide and for each student group.

At all stages of project implementation and management, the Project Director will oversee adherence to all policies and procedures relating to the following: maintaining fiduciary and financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; preparing and submitting written expenditure reports; certifying expenses are true and correct; classifying and reporting the accounting transactions properly; and maintaining procurement records. The Project Director will report directly to the CEO and will meet weekly to provide updates, receive coaching and support, monitor progress toward project goals, and make adjustments as necessary to fulfill the purpose and achieve all project goals and objectives. The Project Director will be supported by:

Nichelle Holder, BRICK Chief of Staff, has more than 15 years of management experience in the philanthropy and nonprofit fields and has effectively brokered needed social services to under-resourced schools, communities, and various organizations devoted to youth development. In her current role, she supports the CEO and Board of Trustees with communication, planning, and operations; manages all staff; and participates in program management as assigned by the CEO. In her role as Director of Development and External Affairs, she also develops and executes BRICK Academy's and South Ward Children's Alliance's annual fundraising plans. Nichelle began her career at The City Kids Foundation and later became a project director at Communities in Schools of Newark, an affiliate of the largest national dropout prevention

organization. As a program officer of The MCJ Amelior Foundation, she managed \$10 million in annual giving. As the first Chief Service Officer for the City of Newark, she led a collaborative effort to develop a comprehensive citywide volunteer service plan. Nichelle's role during CSP will be to identify additional funding sources to support network expansion and to establish, nurture, and expand community partnerships in each new region. This work will transfer to the Chief Advancement Officer once that position has been filled (currently in process).

Barbara E. Dixon-Neal is the Chief Program Officer & Executive Director for the South Ward Children's Alliance (SWCA). Barbara serves on the senior leadership team and leads the strategic vision for the cradle to college and through career continuum and oversees the \$30MM U.S. Department of Education Promise Neighborhood Award. She began her career in Newark. Barbara has a decade of experience in traditional public and charter schools, first as a Teach For America corps member in Newark and as an instructional coach and co-chair of the English Language Department at KIPP New Jersey. She is also a Marriage and Family Therapist. Barbara designs curriculum and programming to support children and families while also providing organizational leadership and professional development of SWCA staff.

Melinda Weidman, BRICK Chief Talent/Performance Officer, is a former Teach For America Corps Member in Newark Public Schools and came to BRICK Avon as Vice Principal to make it a teacher-led model of dramatic student achievement. Prior to that, she served as a consultant to the NJ Department of Education and as policy and research consultant and Institute Director at TNTF. At BRICK, Melinda conducts evaluations of key programs and initiatives, supports goal-setting, prepares short- and long-range plans, analyzes assessment data for national state, and district assessment programs, and tracks inputs and outputs that allow for data metric correlations to measure program effectiveness. For this CSP grant, Melinda will strengthen

network capacity to improve student achievement through data analysis and application and help iterate and improve upon BRICK's student and staff recruitment message and plan.

Greg Collins, CPA, is BRICK's Chief Financial Officer. He has over 30 years of experience in tax preparation and planning services to high-income individuals and small businesses. Greg has been a leader in the accounting industry, holding positions such as Director of the Entertainment Practice Group at Spielman Koenigsberg & Parker, LLP and is a former tax partner in the Sports and Entertainment Division of Mitchell & Titus, LLP, which is the largest minority-owned certified public accounting firm in the country. Prior to accepting the position as CFO, Greg served as Chair of the Board of Trustees of the Marion P. Thomas Charter School network. As such, he will provide continuity and important institutional knowledge as BRICK takes on the operation and management of MPTCS schools.

Robert Gregory is BRICK's Regional Director and Superintendent. Having previously served in the position of Superintendent/CEO for MPTCS, he brings a history of key leadership at this organization that will prove crucial as that network transitions to BRICK's model and protocols. Robert's career in Education spans more than 20 years with Newark Public Schools as a founding high school Principal, Deputy Superintendent, and Interim Superintendent, and most recently, as Assistant Superintendent in the NPS Office of College and Career Access and Student Supports. BRICK will rely on his wide range of expertise as it strengthens its high school program and provides new supports for students to succeed in postsecondary education.

Additional support staff include **Academic Directors** to support all schools and strengthen network capacity to improve student achievement through ELA and Math instruction, curriculum planning, vertical alignment and assessment creation and **LiEsha Garcia, Managing Director of Finance**, who will ensure that all funds are used for the purposes of this CSP grant.