BRILLA
Public Charter Schools

Brilla College Prep Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Brilla College Prep Charter School

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Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Brother Brian Carty, FSC		Member of Academic Committee
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Darla Romfo		Member of Academic Committee
Stephanie Saroki		Member of Academic Committee
Elizabeth Sammons (N/A)		

William Scott (BCPM) served as the school leader in 2023. Denise McCrummen (BCPE) served as the school leader in 2023.

SCHOOL OVERVIEW

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

The founding Brilla school opened its doors in the fall of 2013 in the Mott Haven neighborhood of the South Bronx in NYC’s Community School District 7. Brilla College Prep Elementary, opened in Fall of 2013 with Kindergarten, with the intention to expand by one grade per year. In the 2023-2024 School year, the school served students in grades K-8. Our school population closely mirrors that of our surrounding community: in the 2023-24 school year, our student population was 71.1% Latino and 22.5% Black/African American; and 0.7% Asian; 95.9% of our students were economically disadvantaged; 21.3% received Special Education services and 25.1% were designated as Multilingual Learners.

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

- **High Expectations**: Brilla champions high expectations for student conduct and academic achievement, acknowledging every child's inherent dignity and potential without excuses based on background or socio-economic status.
- **Lead with Character:** Character development, emphasizing virtues like Courage, Justice, Wisdom, and Self-control, is fundamental to Brilla's educational mission, enriching students' lives and academic pursuits.
- **Results Matter:** A relentless focus on student performance through standardized tests and objective measures drives accountability, ensuring students are comprehensively prepared for future successes.
- **Choice & Commitment:** Students, parents, and faculty choose to engage with Brilla's unique program, committing to the effort and time required for success.
- **Teacher Development:** Recognizing the pivotal role of educators, Brilla emphasizes continuous professional development to foster accelerated learning, content mastery, and the implementation of foundational pedagogical practices.
- **Knowledge First:** Brilla's curriculum prioritizes a "knowledge first" approach, ensuring students engage with rigorous and enriching content that prepares them for a competitive global landscape. Classically-inspired but culturally complex, our curriculum introduces students to the great thinking and ideas across humanity.

Key Design Elements: Key design elements are specific strategies or practices implemented within our educational program to realize the vision outlined by Brilla's cornerstones. These elements detail the operational and instructional approaches that facilitate the achievement of desired student outcomes and overall school effectiveness.

1. **Rigorous Instruction:** Inspired by effective national practices and cognitive learning research, Brilla's pedagogy incorporates didactic instruction, coaching, and student-centered discussion with a focus on virtue and knowledge building.
2. **Small Group Learning:** Emphasizing personalized learning experiences, students engage in small group settings at various times throughout the day, allowing for targeted instruction and deeper engagement with content.
3. **High School Readiness:** Preparing students for success beyond middle school, Brilla emphasizes high school readiness through school visits, life skills development, and steps akin to college decision-making processes for high school selection.
4. **Literacy Acceleration:** Dedicated to advancing reading achievement, Brilla invests in resources like science of reading workshops and live coaching, demonstrating a commitment to elevating literacy across all grades.
5. **Parent Partnership:** Recognizing parents as the primary educators, this key design element emphasizes collaboration and engagement between the school and families. It is built on mutual respect and the shared goal of maximizing student success, ensuring that parents are actively involved and supported in their child's educational journey.

In the 2023-2024 school year, Brilla focused on providing students with strong Tier 1 and Tier 2 instruction while re-establishing the foundation of excellence built prior to the pandemic. Our efforts centered on delivering standards-aligned, objective-driven, and data-informed instruction. We simplified and streamlined structures to maximize student instructional progress, ensuring that our teaching practices were efficient and effective. This year, our emphasis was on foundational literacy and mathematics instruction, with a particular focus on strengthening our Tier 1 programs and supporting students with targeted interventions.

Key supports expanded this year included the implementation of a high dosage tutoring program, which served our scholars most in need. This program was executed during the Intervention Block and utilized the Amplify mCLASS Boost program to enhance reading capabilities for young students. Other supports continued this year included in-house speech and language pathologists to best serve students needing these services, personalized professional development workshops for staff, an enhanced onboarding experience, and learning walks for leadership and junior leadership to support learning across the network.

Continuing to address students' unfinished learning in literacy was a top priority. Students in all grades received daily literacy instruction through the Targeted Literacy Block, which included small group guided reading focused on specific goals, daily phonics practice through word work, and the use of the Amplify mCLASS Boost reading program. Our intervention block allowed for more differentiation and personalization to meet students at their instructional level. In all grades, we rolled out a new Brilla Math Curriculum, grounded in Eureka Math, with elements of classical

content and Context for Learning, as well as a visual mathematics program based on Illustrative Mathematics and Math Jar. In its pilot year, we successfully articulated our vision for math and provided a curriculum aligned with that vision. Teachers are beginning to internalize and utilize the new curricula. Similar to mathematics, we partnered with myEducationist for additional instructional coaching and support for literacy leadership and instruction. We are adopting a new literacy curriculum this year in grades Kindergarten, third, and fifth as part of our larger investment in a complete overhaul of our literacy programming over the coming two years. We are enthusiastic that the curricular amendments, coupled with clear, practical training both in-house and through our external partners, will yield rapid growth for students in 2024-2025.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	95	91	92	90	90	83	85	86	80					792
2022-23	65	80	84	82	81	78	75	84	84					713
2023-24	58	71	84	83	87	73	62	84	82					684

GOAL 1: ENGLISH LANGUAGE ARTS

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

Background

At Brilla Public Charter Schools, our approach to literacy is undergoing a transformative revision, aligning more closely with the science of reading, while staying rooted in classical education practices such as the trivium. We are in the process of designing a Brilla-specific, K-8 literacy curriculum that is thematic, knowledge-rich, and crafted in collaboration with former Success Academy literacy specialists from myEducationist. This curriculum is tailored to weave together the rigor of classical education with the latest insights from the science of reading, ensuring a coherent and culturally rich literacy experience for our students.

This year, we initiated a pilot of certain aspects of this revised curriculum, aiming to refine and adjust our approach based on real-world classroom feedback. A key focus has been redefining phonics instruction in K-2, a move that's already showing promising results in enhancing our students' literacy achievement. Recognizing the gap in phonics training within teacher preparation programs, we have also intensified our efforts in equipping our teachers with the skills to teach phonics more effectively, addressing a critical need for our many new educators. Next year, we will phase in our revised writing, intervention, and reading curriculum. The year after we will phase in our book study programming and humanities units.

To support these ambitious instructional goals, we have expanded the capacity of our curriculum and instruction team this year. This increase in resources and expertise is aimed at providing more

robust support to our schools and leaders, ensuring that the implementation of our new literacy strategies is both seamless and impactful. By doing so, we're laying the groundwork for a literacy program that not only meets the diverse needs of our students but also sets them on a path to academic success and lifelong learning.

The literacy program is supported and led by a Chief Schools Officer, Senior Director of Curriculum & Assessment, two directors of curriculum and assessment, a director of Multi-tiered student supports, a Senior Director of Instruction, and instructional specialists in humanities. At the campus level, an Assistant Principal of Humanities and Instructional Coach of Humanities supports this work.

In sum, Brilla is committed to a comprehensive overhaul of our literacy curriculum to better serve our students. Through targeted improvements in phonics instruction, the development of a Brilla-tailored literacy curriculum, and enhanced support for our educators, we're striving to elevate our literacy instruction to new heights. Our collaboration with myEducationist and the strategic expansion of our curriculum team underscore our dedication to academic excellence and our belief in the transformative power of a well-rounded, classical education.

At Brilla the development of a high-impact literacy program is essential to our model. Brilla's literacy program has several components – Phonics, Read Aloud, Writing, Humanities (Middle School), Close Reading, and Targeted Literacy.

- **Phonics**: Scholars engage with a comprehensive literacy program designed to build their reading, writing, and spelling abilities through systematic phonics instruction. It emphasizes the development of foundational literacy skills by teaching the relationships between sounds and letters, enabling scholars to decode words, improve fluency, and enhance comprehension. The curriculum is structured in a sequential manner, beginning with basic phonemic awareness and gradually introducing more complex spelling patterns and word structures. By focusing on explicit phonics instruction, scholars develop strong decoding skills, which are essential for proficient reading and writing. Additionally, the program integrates vocabulary, grammar, and writing practice to support overall literacy development, ensuring that students become confident and capable readers.
- **Read Aloud**: During Read Aloud, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author's craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent read aloud texts. Read Aloud lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars end each lesson with an analysis and discussion of the texts through discourse and reflection.
- **Writing:** During the writing block, scholars study how authors of rich mentor texts use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. Teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.
- **Humanities:** In middle school, scholars build literacy skills through the exploration of rich, content-based knowledge in history and social studies. By immersing scholars in engaging narratives about historical events, figures, and cultures, the curriculum helps scholars develop reading comprehension, vocabulary, and critical thinking skills. The content is taught thematically and sequentially, allowing scholars to make connections across different

historical periods and deepen their understanding of the world. Through exposure to complex texts and discussions about historical context, scholars enhance their ability to analyze information, draw inferences, and build a broad vocabulary. This approach not only strengthens literacy but also fosters a deeper appreciation and understanding of history.

- **Targeted Literacy:** The Targeted Literacy Block is an instructional period focused on providing differentiated, small-group instruction to meet the specific literacy needs of scholars. During this block, scholars engage in tailored activities designed to reinforce and extend their reading, writing, and comprehension skills. Teachers use data to group scholars based on their proficiency levels and provide targeted interventions, practice, or enrichment as needed. This personalized approach allows for more focused attention on individual scholar needs, whether it's phonics, fluency, vocabulary development, or reading comprehension. By addressing the unique challenges and strengths of each scholar, the Targeted Literacy Block effectively supports overall literacy growth and helps ensure that all scholars make progress toward becoming proficient readers and writers.
- **Close Reading**: During Close Reading, scholars read and analyze a myriad of engaging poems, informational and narrative texts both independently and with the support of their teacher. Scholars develop a deep understanding of genre and use knowledge to make meaning of what the text says explicitly and to make logical inferences grounded in evidence. Teachers facilitate discourse around the central ideas or themes of a text and analyze the author's use of specific craft and structure moves and how they support the main idea.
- **Blended Learning**: Scholars receive adaptive, individualized instruction from our blended program for at least 20 minutes per day. In grades K-8, students participate in Boost Reading (formerly Amplify Reading), an online reading program that delivers the skills practice and support they need to become proficient readers.

In the 2023-2024 school year, Brilla Schools focused on enhancing literacy instruction through the Targeted Literacy Block, which served as a dedicated time for specialized reading instruction. This approach allowed teachers to become experts in specific reading levels, providing targeted small groups, Independent Reading with conferring, and Literacy Circles with facilitated discussions. The block catered to Brilla's diverse student population, including MLL and SPED students, and those exceeding grade-level expectations. A new foundational phonics program for K-2 was introduced, building on CKLA Skills and incorporating Science of Reading principles and Scarborough reading rope activities.

To further strengthen reading skills, we recommitted to a Close Reading block, designed to rebuild students' stamina in reading complex texts. This dedicated time focused on deep analysis and comprehension, helping students engage with texts at a more rigorous level. The Close Reading block aimed to improve critical thinking and understanding across subjects, reinforcing the importance of thorough and sustained reading practice.

Brilla utilized a combination of summative and formative assessments, including NWEA MAP and network-developed tools, to evaluate instructional effectiveness and student progress. The data

collected from these assessments guided instructional adjustments, identified students needing additional support or enrichment, and ensured that teaching practices were aligned with standards. Frequent formative assessments, such as daily questioning, standards-based rubrics, and reading comprehension evaluations, provided ongoing insights into student learning.

The academic leadership team, including the Chief Schools Officer, Assistant Superintendents, school principals, and instructional coaches, played a crucial role in supporting the instructional program. Professional development was emphasized through regular workshops, collaborative planning, external training with MyEducationist, and consistent classroom observations and coaching. These initiatives focused on refining instructional practices and enhancing student outcomes, with a particular emphasis on data-driven decision-making and personalized learning strategies.

Elementary and Middle ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	74	0	0	0	0	0	6	80
4	83	0	0	0	0	0	6	89
5	71	0	0	0	0	0	1	72
6	61	0	0	0	0	0	2	63
7	82	0	0	0	0	0	4	86
8	80	0	0	1	0	0	1	82
All	451	0	0	1	0	0	20	472

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	74	22	30%	57	18	32%
4	83	35	42%	72	30	42%
5	71	21	30%	58	17	28%
6	61	19	31%	42	13	31%
7	82	51	62%	66	44	67%
8	80	57	71%	71	53	75%
All	451	205	45%	366	175	48%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.[2]

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
451	26.39%	28.16%	31.04%	14.41%

PI = 28.16 + 2*31.04 + 2.5*14.41 =
28.16 + 62.08 + 36.03 =

PI = 126.27

RESULTS AND EVALUATION

Overall, Brilla College Prep met the goal of having the Performance Index exceed the MIP of 113. Brilla College Prep's Performance Index across grades 3-8 was 126.27. While 54.55% of all students fell in a Level 1 or 2 on the ELA State Exam, the strong performance in 7th and 8th grade, with 62% and 71% respectively, passing the ELA state exam bolstered this percentage. Additionally, students who had longer tenure at Brilla tended to perform better. When the data was disaggregated to control for those who had attended Brilla for two or more years, the overall proficiency rose to 48%. Both of these suggest that the longer students are enrolled at Brilla, the better overall, they perform.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32%	57	33.2%	686
4	42%	72	32.6%	733
5	28%	58	24.3%	818
6	31%	42	26.8%	781
7	67%	66	39.4%	796
8	75%	71	38.9%	846
All	48%	366	32.6%	4660

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	98.8%	434.0	436.7	-0.26
4	92.6%	445.0	441.0	0.40
5	94.9%	442.0	439.2	0.31
6	96.0%	446.0	438.2	0.90
7	91.7%	456.0	442.5	1.56
8	94.0%	463.0	446.1	1.83
All	94.8%	447.5	440.6	0.76

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.6	50.0
5	38.2	50.0
6	47.6	50.0
7	55.2	50.0
8	68.1	50.0
All	52.4	50.0

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

ELA Internal Exam Results

During the 2023-2024 school year, Brilla utilized the NWEA Measures of Academic Progress (MAP) for all students in reading. The assessment was given three times over the course of the year, in the fall, winter, and spring. MAP Growth reveals how much growth has occurred between testing events and, when combined with NWEA norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. Every question on a MAP Growth assessment is calibrated to a proprietary RIT scale, which is one of the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators can compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. The assessment was given via computer to both in-person and fully remote students.

During the 2023-2024 school year, Brilla administered the fall, winter, and spring NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Brilla is reporting on the spring results for students performing over the 50th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA Measures of Academic Progress.

Summary of the ELA Goal

Brilla College Prep performed well against its predicted level of performance, and comparative data shows that Brilla College Prep students are outperforming their public district peers. Unfortunately, Brilla College Prep is not meeting its absolute measure of 75% proficiency for all tested students in their second year. Further, Brilla College Prep failed to meet its NWEA goals as outlined below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a	Yes

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

2023-24 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	434	44	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	284	40	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	42	96	34.5	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[7]	2+ students	75%	351	30%	No

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

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

End of Year Performance on 2023-24 NWEA MAP [ELA] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[8]	Number Tested	Percent Proficient	Number Tested
3	40%	73	36%	56
4	26%	84	22%	73
5	19%	68	20%	56
6	24%	58	20%	40
7	37%	82	38%	66
8	38%	69	40%	60
All	31%	434	30%	351

End of Year Growth on 2023-24 NWEA MAP [ELA] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	61	73
4	47	84
5	19	68
6	43	58
7	45	82
8	35	69
All	40	434

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

Evaluation of ELA Goal

Results and evaluation

Overall, 40% of Brilla College Prep Students were proficient on the ELA State Exam, falling below the goal of 75% students reaching proficiency. Despite this, Brilla College Prep met four of the five State Exam goal measures. The school exceeded the predicted level of performance for students by an effect size greater than 0.3. The overall effect size of the predicted level of performance for Brilla College Prep was 0.76, significantly higher than the goal measure. This indicates that Brilla students are performing at a meaningfully higher rate than predicted, when controlling for economic disadvantage.

At the elementary school level, the overall proficiency was 30% in 3rd grade and 42% in 4th grade. There was little variance for students who had been enrolled for two or more years. In 4th grade, students performed higher than the predicted level of performance, with an effect size of 0.4. While objective measures of performance for the ELA state exam indicate low performance at the elementary school, comparative data indicates growth being made. In the 2022-2023 school year, only 20% of third grade students at Brilla College Prep Elementary scored proficient. This year, that cohort of students had 42% proficiency in fourth grade and third grade proficiency rose to 30%. This suggests that students at Brilla College Prep Elementary school are growing at an accelerated rate.

At the middle school level, the proficiency was 29.6% in 5th grade, 31.1% in 6th grade, 62.2% in 7th grade, and 71.3% in 8th grade. The proficiency levels in 5th and 6th grade can be attributed to teacher vacancies in literacy roles, as well as 5th graders taking the exam through Computer-Based Testing for the first time. While 7th and 8th grade proficiency still fell below the goal of 75%, there was growth made in year over year comparison. 7th grade showed the most meaningful growth in a year over year comparison, growing in proficiency by 19% from school year 2022-2023. The year over year growth in 7th and 8th grade suggests that the school's interventions used to accelerate students' foundational literacy skills are yielding growth for students.

Additional Context and Evidence

According to the Brilla Schools' Network ELA NWEA Goal, we did not meet our target goal of at least seventy percent of students achieving at the 50th percentile or above. Our overall percentage of students performing at or above grade level on NWEA was 31%. The median growth percentile of grades 3-5 was above Brilla's target to 50, with 52.

At the elementary schools, third grade had the highest percentage of students scoring proficient on the NWEA ELA Assessment, with 40% and exceeded the target for growth index percentile, with 51% of students above the target of the 50th percentile. This mirrors state exams in showing that while there is low objective achievement, students are on a pathway of an accelerated rate of growth. Fourth grade students only had 26% of students scoring proficient on this exam, below the goal. In non-testing grades (K-2), 56%, 35% and 37% of students achieved the 50th percentile or above on the Spring NWEA assessment. Kindergarten saw a 19% increase in the number of students performing above grade level from the Spring assessments in comparison to the prior school year, suggesting that adjustments made to Kindergarten phonics and targeted literacy instruction yielded

stronger results. First grade saw a slight increase in comparison to the year prior highlighting continued growth being made. The overall performance on the NWEA assessment indicates that student performance is continuing to grow, but highlights the need for stronger foundational literacy skills across students.

At the middle school level, 7th and 8th grades had the highest percentage of students scoring proficient, with 50% and 49% of students scoring at or above the 50th percentile respectively. In the lower middle schools grades, 29% of 5th graders and 33% of 6th graders scored proficient. This mirrors the state exam results and reinforces the need for a continued focus on strengthening foundational literacy skills in grades 5 and 6, and critical thinking and comprehension in upper grades where the content is more complex.

ELA Action Plan

Brilla Schools is launching a new literacy curriculum for grades K, 3, and 5 in writing, alongside a newly aligned Targeted Literacy and Phonics Block for grades K-2. Additionally, we are revising our 5-8th grade humanities curriculum to place a stronger emphasis on literacy skills. To support these initiatives, we have hired dedicated MLL specialists for grades K-4 and appointed a network-wide MLL Manager to provide targeted instructional support for MLL students. Our commitment to improving Tier 2 support is further demonstrated by the implementation of a revised MTSS protocol for grades 2-6, overseen by our new Manager of MTSS. These key positions at the network level are designed to enhance the capacity of our campuses.

We are introducing Branching Minds, a blended learning program that will allow for greater differentiation and personalization in supporting students in Tier 2 and Tier 3 literacy interventions. In addition to expanding our instructional strategies, we are focusing on a dedicated Close Reading block. This block aims to rebuild students' stamina in reading complex texts and foster deep analytical skills. Our continued emphasis on accelerated reading and learning, reinforced by experienced leaders, aims to build a robust foundation for student growth.

In grades 2-4, we are departmentalizing literacy instruction to allow teachers to specialize and deepen their expertise in this critical subject area. Research suggests that departmentalization can lead to improved student outcomes by enabling teachers to develop a stronger mastery of content and pedagogical strategies within their discipline. This approach also allows for more focused professional development and collaboration among teachers, leading to higher-quality instruction. By concentrating on literacy, teachers can better address the diverse needs of students, implement targeted interventions, and cultivate a more in-depth understanding of the subject matter.

Professional development continues to be a cornerstone of our strategy, with regular workshops, collaborative planning sessions, and external training provided by MyEducationist. To maximize the effectiveness of our leadership, we have reduced meeting requirements, allowing leaders to spend more time observing and coaching teachers. We have also restructured intellectual preparation protocols, enhancing teacher content knowledge and instructional practices. This comprehensive support structure aims to elevate the quality of instruction across all grades.

Recognizing the importance of engaging students with a diverse range of texts, we have introduced 1,000 new books into each classroom library over the past two years. These texts are carefully curated to address literacy needs across a wide spectrum of reading levels and interests. By providing a rich selection of materials, we aim to inspire a love of reading and support the development of comprehensive literacy skills. The integration of these new resources is part of our broader effort to ensure that our students are well-prepared for both academic challenges and real-world applications.

While we are proud of the progress made in reestablishing the strong foundation of excellence at Brilla, we acknowledge that there is still much work to be done. Our curriculum, inspired by classical education and enriched with culturally complex and accessible content, is designed to cultivate a deep understanding of literacy from K-8. Through our partnership with MyEducationist and the introduction of new instructional strategies, we are committed to providing a dynamic and responsive educational experience. Our goal is to equip students with the skills necessary for academic success and to foster a lifelong passion for learning and reading.

GOAL 2: MATHEMATICS

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

Background

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

Specifically, Brilla (K-4) uses Eureka Math, a Singapore-style curriculum from Great Minds (formerly EngageNY). Brilla has implemented a coherent mathematics program beginning in kindergarten by using Eureka math. The curriculum emphasizes incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. Students are exposed to abstract concepts, in a manner that breaks each down and makes them accessible. Each concept starts with a concrete, tangible representation, and then progresses to a pictorial representation, and finally moves to an abstract, numerical representation. In having scholars begin with concrete representations, teachers are able to develop deep, conceptual understanding in all students.

Additionally, Brilla also anticipated a potential "lag of traction" for these practices and a possible impact on overall math achievement as inquiry-based approaches to conceptual mathematics often takes time to establish the mathematical mindsets of students – as seen in other successful, conceptual-focused networks.

We incorporated Math Story Problems for even deeper conceptual understanding in K-2, and we have adopted Illustrative Math for grades 5-8 Math to enrich and deepen middle school math. The emphasis in middle school is for as many young people as possible to end with Algebra I, and we

had another highly successful section this year of students who took and passed the Algebra Regents, and we seek to have two successful sections in the 2023-2024 year.

The material upon which Eureka Math is based was originally created through a partnership with the New York State Education Department and differs from other programs in that, rather than being an update to existing material, it was designed specifically for the common core. In a 2022 Consumer Reports style review for instructional materials by the nonprofit EdReports.org, Eureka Math was reviewed and far surpassed all other curricula evaluated. Eureka Math presents mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. By using Eureka Math in Elementary School, Brilla hopes to reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. Eureka Math goes beyond simply teaching students to know the process for solving a problem. Eureka maintains that students need to understand why that process works so they will have the ability to generalize their learning and apply it to problems across settings. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding.

Though Eureka Math affords us a curriculum through Grade 12, we made the decision to pivot our middle school math curriculum to be anchored in Illustrative Math after a comprehensive yearlong curriculum revision and rewriting process with a team of external math curriculum experts. The new middle school math curriculum is designed to increase rigor, discourse, agency, and exploration for middle school students, while also increasing user-friendliness for our teachers. The transition pulls our curriculum more deeply into conceptual-based mathematics, and our middle school math priorities are now the continuous development of staff content knowledge and the high quality implementation of the curriculum. The new middle school math curriculum is also designed to shift a greater number of our eighth grade students into an Algebra One course within the next couple of years, and the curriculum aligns very closely with what our scholars will see at the high school level, particularly given the high percentage of competitive high schools ours scholars matriculate into.

Blended learning, as with ELA, is also a key component to mathematics instruction at Brilla. Scholars receive adaptive, individualized instruction from our suite of computerized blended learning time for at least 20 minutes per day. Students at Brilla use Zearn Math (K-4) and ALEKS (5-8). Both programs are adaptive and assignable programs that ensure each student receives targeted instruction, and were identified through a year of collaborative research and demos among multiple Brilla stakeholders.

For math assessment, Brilla uses a combination of summative and formative, standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). At the end of each trimester, all students take an Interim Assessment to evaluate them against the standards taught throughout the trimester. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies.

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

- Daily questioning during instruction to gauge student thinking and understanding
- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Unit assessments (5-8) graded using a rubric developed by Eureka Math
- Daily exit tickets that are reviewed and analyzed to inform instruction and form groups.

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

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	74	0	0	0	0	0	6	0	80
4	87	0	0	0	0	0	2	0	89
5	72	0	0	0	0	0	0	0	72
6	61	0	0	0	0	0	2	0	63
7	84	0	0	0	0	0	2	0	86
8	23	0	0	0	0	0	3	56	82
All	401	0	0	0	0	0	71	0	472

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	74	34	46%	57	27	47%
4	87	48	55%	72	41	56%
5	72	25	35%	59	23	39%
6	61	30	49%	42	21	50%
7	84	57	68%	64	47	73%
8	23	4	17%	16	2	12%
All	401	198	49%	310	161	52%

Performance on 2023-24 Algebra I Regents Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	56	45	80%	52	43	83%
All	56	45	80%	52	43	83%

Math Measure 2 - Absolute

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

Method

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
401	21.20%	29.43%	37.16%	12.22%

PI = 29.43 + 2*37.16 + 2.5*12.22 =
29.43 + 74.31 + 30.55 =

PI = 134.29

Results and Evaluation

Overall, Brilla College Prep met the goal of having the Performance Index exceed the MIP of 115.3. Brilla College Prep's Performance Index across grades 3-8 was 134.29. While 51% of students scored at a Level

1 or 2, the mode score for students at Brilla College Prep was a Level 3. This number also does not take into account the majority of 8th grade scholars who took the Algebra Regents Exam instead. When disaggregating the data by tenure at Brilla, overall proficiency raises by 3%, suggesting that students who have been at Brilla longer tend to do better. Student performance was strongest in grades 4 and 7, where 55% and 68% of students respectively scored proficiently.

Math Measure 3 - Comparative

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47%	57	41.4%	727
4	56%	72	39.3%	740
5	39%	59	27.3%	814
6	50%	42	26.9%	797
7	73%	64	42.0%	786
8	12%	16	29.3%	753
All	52%	310	34.2%	4617

The following table compares Brilla College Prep's performance on the Algebra I Regents exam to that of District 7. (The District 7 results group all grades together, including high school grades, since grade-level breakdowns were not available within the NYS Report Card from which this data was extracted.) These comparisons use 22-23 data because 23-24 Regents data for District 7 has not yet been made available.

2022-23 Algebra I Regents Exam
Charter School and District 7 Performance by Grade Level

	Charter School Students In At Least 2nd Year			District 7 Results (All Grades)		
Brilla Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	34	32	94%	1836	684	37%
All	34	32	94%	1836	684	37%

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[9]

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	98.8%	449.0	441.8	0.50
4	92.6%	452.0	442.3	0.69
5	94.9%	446.0	439.2	0.57
6	96.0%	444.0	439.3	0.38
7	91.7%	461.0	443.4	1.47
8	94.0%	452.0	437.8	0.87
All	94.7%	450.8	440.9	0.75

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[10]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	55.3	50.0
5	36.3	50.0
6	41.9	50.0
7	55.2	50.0
8	66.3	50.0
All	49.6	50.0

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

Mathematics Internal Exam Results

During the 2023-2024 school year, Brilla continued to utilize the NWEA Measures of Academic Progress (MAP) for all students in math. The assessment was given three times over the course of the year, in the fall, winter, and spring. MAP Growth reveals how much growth has occurred between testing events and, when combined with NWEA norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. Every question on a MAP Growth assessment is calibrated to a proprietary RIT scale, which is one of the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators can compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. The assessment was given via computer to both in-person and fully remote students.

During the 2023-2024 school year, Brilla administered the fall, winter, and spring NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Brilla is reporting on the spring results for students performing over the 50th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA.

Summary of the Mathematics Goal

Brilla College Prep performed well against its predicted level of performance, and comparative data shows that Brilla College Prep students are outperforming their public district peers. Brilla College Prep also met its NWEA goal for all students. Unfortunately, Brilla College Prep is not meeting its absolute measure of 75% proficiency for all tested students in their second year, nor its growth measure to have students above a growth percentile of 50 on the state's Growth Model. Further, Brilla College Prep failed to meet its NWEA subgroup goals as outlined below. However, 91% of 8th graders who took the Algebra I Regents exam passed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing	Yes

	higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

2023-24 NWEA MAP [Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	458	52	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	300	52	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[11]	53.5[12]	98	40.5	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[13]	2+ students	75%	365	33%	No

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

[12] Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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

End of Year Performance on 2023-24 NWEA MAP [Math] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[14]	Number Tested	Percent Proficient	Number Tested
3	34%	79	35%	62
4	37%	86	36%	72
5	20%	71	21%	58
6	20%	59	28%	39
7	36%	84	40%	65
8	30%	79	33%	69
All	30%	458	33%	365

End of Year Growth on 2023-24 NWEA MAP [Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	61	79
4	52	86
5	39	71
6	42	59
7	64	84
8	49	79
All	52	458

EVALUATION OF THE MATHEMATICS GOAL

At the elementary level, Brilla College Prep Elementary students exceeded the predicted level of performance. Students in 3rd grade had an effect size of 0.5 and students in 4th grade had an effect size of 0.69, far exceeding the goal of 0.3. This indicates that students are growing at an accelerated rate. While overall proficiency remained below the goal of 75% achieving proficiency, students at Brilla College Prep Elementary meaningfully outperformed the District. Whereas the District school only had 41% and 39% of students passing the Math State Exam in third and fourth grade

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

respectively, Brilla College Prep Elementary School had 47% and 56%. This suggests that Brilla's continued focus on conceptual understanding and problem solving, via the Math Stories block and newly integrated Math Blended Learning program are supporting students in achieving mastery and accelerated growth.

Brilla College Prep Middle School students' achievement varied by grade level with 35% of 5th graders, 49% of 6th graders, 68% of 7th graders, and 17% of 8th graders achieving proficiency. The majority of 8th grade students (52 pupils) took the Algebra Regents, with an 83% proficiency rate. The 7th grade cohort showed the most notable increase in a year over year comparison, with a 34% increase in proficiency. While achievement was objectively low in 6th grade, this cohort too showed a 7% increase in proficiency in a year over year comparison. A drop in year over year proficiency in 5th grade can be attributed to the first year of the assessment being administered via Computer-Based Testing.

Additional Context and Evidence

On the Spring NWEA assessments, students exceeded Brilla's target of a median growth percentile of 50, achieving the 52nd percentile. Overall, 30% of students in grades 3-8 were proficient on the Spring NWEA assessment which did not meet Brilla's goal of 75%.

At the elementary school level, student proficiency was 34% in third grade and 37% in fourth grade on the Spring NWEA Math Assessment. The overall low achievement reflects the lingering gaps in student understanding of foundational numeracy and fluency skills, as well as the challenges with algebraic thinking. This data tells us that Brilla College Prep must continue to move at an accelerated growth rate to ensure that gaps in students' mathematical knowledge are addressed in a way that yields absolute achievement. That said, there is evidence of growth across the schools. In K-2, the percentage of students achieving at or above the 50th percentile on the NWEA Spring Assessment was slightly higher than in 3-8. In Kindergarten, 67% of students ended the school year above the 50th percentile, growth of 16% in comparison to the year prior. This is in large part due to the introduction of Counting Jar routines and daily spiral review practice which helped to build students' numeracy and base ten understanding quickly. In first grade, 44% of students ended the year at or above the 50th percentile, as did 36% of second graders. Both of these proficiency levels highlight the need for continued use of Counting Jar, Money Jar and Array Jar to build scholars' conceptual understanding and math fluency.

At the middle school level, student proficiency was 35% in fifth grade, 32% in 6th grade, 46% in 7th grade, and 48% in 8th grade on the Spring NWEA Math Assessment. The low achievement reflects how gaps in foundational numeracy, fluency, and algebraic thinking are magnified as the complexity of mathematical concepts increase in the higher grades. These levels of achievement are further evidence of a need to continue emphasizing foundational numeracy skills through the beginning of middle school, and invest in teacher development practices that emphasize teaching into a conceptual understanding over rote strategies.

Mathematics Action Plan

For the 2024-2025 school year, Brilla Schools is committed to strengthening its mathematics program, building on the strong growth and achievement we observed in the past year. We are departmentalizing math instruction in grades 2-4 to allow teachers to focus more deeply on content,

fostering a greater expertise in mathematical concepts and teaching strategies. Research shows that departmentalization can enhance teacher knowledge and instructional quality, which in turn benefits student learning outcomes. This specialized approach will enable teachers to deliver more focused and effective instruction, tailored to the unique needs of their students.

To further support our mathematics instruction, we are expanding our teachers' content knowledge of advanced mathematical concepts. This year, we are increasing the time dedicated to professional development for both math teachers and leaders. This includes in-depth training on the latest mathematical pedagogy, as well as practical workshops on implementing the curriculum effectively. Our professional development program will focus on enhancing teachers' understanding of inquiry-based learning, effective questioning techniques, and mastery in mathematics.

In addition to these initiatives, we are integrating math concepts into a new standalone K-8 science curriculum. This integration aims to provide students with a more holistic understanding of how mathematical principles apply across different subjects, reinforcing their learning and fostering a deeper appreciation for math. The new science curriculum will include specific blocks dedicated to exploring mathematical concepts, ensuring that students can make connections between disciplines and apply their math skills in varied contexts.

We continue to refine our math curriculum across all grade levels. The previous implementation of the revised K-2 and 3-4 math curricula has set a strong foundation, and we are now introducing additional elements from Illustrative Mathematics to better prepare students for a seamless transition to Algebra-One-for-All by 8th grade. We have also established a Targeted Mathematics Block, similar to our successful Targeted Literacy Block, to provide personalized, differentiated, and accelerated instruction opportunities. This year, we are focusing on developing flexible problem-solving skills and conceptual understanding through the continued use of Math Story Problems and small group instruction.

Brilla's commitment to high-quality mathematics education extends to our professional support network. We have hired a network STEM specialist to oversee the execution and readiness of our math program. These specialists will observe math instruction, assist school leaders in data analysis, and create actionable plans to improve teaching practices. Our Learning Walk Protocol, modeled after Instructional Rounds, will continue to provide valuable insights into instructional quality and coherence across all Brilla schools. This structured approach will support our efforts to deliver a consistent, high-quality mathematics education, ensuring all students have access to the resources and instruction they need to succeed.

GOAL 3: SCIENCE

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

Background

Brilla Public Charter Schools is committed to elevating our science program to new heights, with a key focus on preparing all 8th graders for the Living Environments Regents exam. A significant change this year is the shift to the Amplify Science curriculum, moving away from the Core Knowledge curriculum. This transition reflects our dedication to a modern, research-based science education that aligns with the Next Generation Science Standards. The new curriculum emphasizes inquiry, hands-on learning, and the integration of mathematical concepts, providing a comprehensive and engaging science experience for students.

A major adjustment in our K-4 program is the introduction of specialized science teachers who will teach science as a standalone block. This move allows for deeper exploration of scientific concepts by educators with specific expertise in the subject, enhancing the quality of instruction. By having dedicated science teachers, we can ensure that students receive a more focused and consistent science education, fostering a stronger foundation in the subject from an early age.

Amplify Science offers a dynamic approach to teaching, prioritizing hands-on experiments, inquiry-based writing, and research activities. These methods engage students actively in the scientific process, sparking curiosity and critical thinking. The curriculum's design helps students make connections between their learning and real-world applications, encouraging them to explore and understand the world around them. This approach is instrumental in promoting a culture of inquiry and evidence-based reasoning in our classrooms.

In addition to the standalone science block, we are integrating math concepts into our new K-8 science curriculum. This integration helps reinforce students' understanding of mathematical principles within scientific contexts, providing a more holistic learning experience. The curriculum's alignment with the Next Generation Science Standards ensures that our students are well-prepared not only for specific assessments like the Living Environments Regents exam but also for future academic challenges. This alignment guarantees that our science education remains current, comprehensive, and forward-thinking.

As we implement these changes, Brilla Public Charter Schools remain dedicated to providing an exemplary liberal arts education. Our focus on specialized instruction, the adoption of Amplify Science, and the integration of math concepts are all part of our strategy to transform the science learning experience. We aim to make science a highlight of our students' educational journey, laying a solid foundation for future scientific exploration and discovery. By the end of this year, we anticipate a strengthened and more cohesive science program that will significantly enhance our students' knowledge and skills especially as seen on exams in 5th and 8th grade.

Elementary and Middle Science

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024; the Living Environment Regents exam was administered to 8th graders. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	58	10	17%
8			
All	58	10	17%

Performance on 2023-24 Living Environment Regents Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	68	23	34%	58	21	36%
All	68	23	34%	58	21	36%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

Note: 2024 District 7 Science results have not yet been made available. In addition, Brilla College Prep students did not take the New York State science exam during the 2022-2023 school year. Therefore, we are not yet able to provide Brilla/District 7 comparisons.

2023-24 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	58		17%			
8						
All	58		17%			

The following table compares Brilla College Prep's performance on the Living Environment exam to that of District 7. (The District 7 results group all grades together, including high school grades, since grade-level breakdowns were not available within the NYS Report Card from which this data was extracted.) These comparisons use 22-23 data because 23-24 Regents data for District 7 has not yet been made available.

2022-23 Living Environment Regents Exam Charter School and District 7 Performance by Grade Level						
	Charter School Students In At Least 2nd Year			District 7 results (all grades)		
Brilla Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	74	54	73%	1383	493	36%
All	74	54	73%	1383	493	36%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Unfortunately, Brilla College Prep is not meeting its absolute measure of 75% proficiency for all tested students in their second year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Comparative Data unavailable at time of submission

Evaluation of the Science Goal

The middle school proficiency rate on the NY State Science exam was 16% in 5th grade, and 36% in 8th grade on the Living Environment Regents Exam. This was the second year that Brilla eighth graders took the Regents exam in 8th grade. While 73% of 8th graders passed the Living Environments Regents exam in School Year 2022-2023 (9 were students with disabilities and 1 was a multi-language learner. 17 students passed with distinction, acquiring a score of 85% and higher), only 36% passed in School Year 2023-2024. This pass rate is believed to be an anomaly given the stark discrepancy to the achievement results in 2022-2023, which is contextualized further below.

Additional Context and Evidence

The low achievement in School Year 2023-2024 can be attributed to several significant factors. In fifth grade, the science role was vacant for the majority of the school year, and competing vacancies in literacy positions took priority for permanent staff coverage. The Living Environment teacher experienced prolonged illness throughout the school year, causing significant disruption to teaching and learning. This was followed by an extended leave that coincided with other vacancies in literacy positions in 5th and 6th grade, further straining resources. Additionally, the Living Environment Regents exam was scheduled for the end of the day on the last day of school, potentially affecting student focus and performance. Student investment in the exam was also negatively impacted by news that those attending Catholic High Schools would not need to take it. Despite these challenges, Brilla remains committed to this educational path forward for several compelling reasons. By offering the Living Environment Regents exam in 8th grade, we provide our students with the valuable opportunity to earn high school credit early. This can give them a head start in their high school careers and potentially open up more advanced course options. The 73% pass rate in School Year 2022-2023, with 17 students passing with distinction, demonstrates that our curriculum and approach can yield strong results when implemented under more stable conditions. Going into School Year 2023-2024 with a veteran Brilla teacher staffing the Living Environment role, and a new administrative team, Brilla remains committed to refining the sequence of the curriculum. Further the schedule allows for science lab exercises to be more robust with flexibility of when and how time can be allocated for application and filling content gaps that are critical to a successful science education for our students.

Action Plan

Brilla reinstated a full science curriculum and assessment cycle in the 2023-2024 school year as outlined in school years prior to the pandemic. The Brilla science curriculum will be executed and supportive of literacy and math initiatives to ensure student needs are being met in multiple domains throughout the day. Brilla has hired a STEM instructional specialist to support the ongoing implementation of the science curricula to ready students for 8th grade Living Environments Regents and to better support the teaching practices within the schools.

In accordance with our mission, Brilla Charter Schools ensure that our 8th grade graduates are prepared for advanced science coursework in high school. Our courses meet the NYS P-12 science standards for grade 5, middle school, as well as the high school Life Science standards.

The middle school (6-8) science standards are divided into three content areas: earth & space science (ESS), physical science (PS), and life science (LS). Since 8th grade will be reserved for

covering all high school LS standards, students will need to learn all middle school ESS and PS standards by then, so that they can be prepared for their next high school science classes in those content areas (e.g. Chemistry, Earth Science, Physics or Astronomy).

Brilla is adopting a discipline-specific course sequence for 6th, 7th, and 8th grade that ensures all Brilla graduates receive instruction that meets all the ESS (Earth & Space Science), PS (Physical Science) and LS (Life Science) middle school science standards, as well as the high school LS standards.

By providing students with the opportunity to take a high school level science course in 8th grade, Brilla prepares our graduates for excellence in their future academic career. By matching the rigor of many other high-performing middle schools in NY, we enable our students to be considered for acceptance to elite high schools/scholarships, as well as freeing up their future high school schedules to allow students to pursue advanced study in science or other fields of their choice.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

Additional Context and Evidence

Comparatively across the borough, Brilla continues to be a standout school in our community. Across the Bronx, students in the borough maintained a 33% proficiency rate on the ELA exam, while Brilla College Prep students maintained a 45% proficiency rate. In math, third through eighth graders in the Bronx held a 34% proficiency rate, while 49% of Brilla College Prep students were proficient.