



## **Brilla College Preparatory Charter School**

# **2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Kelsey LaVigne (Superintendent), Michael Carbone (Chief Academic Officer), Matt Salvatierra (Chief Financial and Operating Officer), Alexandra Apfel (Elementary Principal), and Matthew Larsen (Middle School Principal) prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Charles Bozian	Treasurer, Finance Committee Member
Brother Brian Carty, FSC	Academic Committee Member
Eric Eckholdt	Chair
Stephanie Saroki de Garcia	Academic Committee Member
Richard Ramirez	Secretary, Academic Committee Member
James Jones	Finance Committee Member
Elena Sada	Academic Committee Member

**Kelsey LaVigne has served as the Superintendent since 2017.**

**Alexandra Apfel has served as the Elementary School Principal since 2017.**

**Matthew Larsen has served as the Middle School Principal since 2017.**

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

The founding Brilla school opened its doors in the fall of 2013 in the Mott Haven neighborhood of the South Bronx in NYC’s Community School District 7. At Brilla College Prep, we now serve students in grades K-6 and hope to grow to serve students in grades K-8. Our school population closely mirrors that of our surrounding community: in the 2017-18 school year, our student population was 73% Latino and 24% Black/African American; 90% of our students were economically disadvantaged; 19% received Special Education services and 26% were designated as English Language Learners.

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

Our approach is rooted in the following cornerstones:

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

arts convey truth, beauty, and goodness, and because students need the world’s best content in order to become good citizens and be competitive globally.

In the 2017-2018 school year, Brilla replicated its successful model. In the fall of 2017, Brilla College Prep Elementary expanded into the middle school grades, opening Brilla College Prep Middle School with just 5<sup>th</sup> graders. At the same time, the education corporation opened Brilla Veritas Elementary School, serving four classes of Kindergarten students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	115	84												199
2014-15	83	91	74											248
2015-16	92	91	90	75										348
2016-17	90	92	93	85	76									436
2017-18	88	88	91	90	88	79								524

Source: <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html> - including Brilla Veritas (115 K students)

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

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

Core Knowledge and Wit and Wisdom both align with the classical tradition of the Brilla model – allowing students to interact and learn from both a historical and contemporary perspective grounded in complex texts and topics. Further, both of these curricula form a spiraling foundation of knowledge and literacy skills that is consistently built upon over the course of a Brilla student’s career. This spiraled approach ensures that students enter each new year with the requisite knowledge and skills to immediately interact with more complex tasks and content. Over the course of the 2017-2018 school year, Brilla’s Literacy Lead and Director of Curriculum and Instruction worked with select content planners to ensure alignment between Reading, Writing, Science & Social Studies and the Arts. This purposeful alignment allows students to engage in content and skill building with depth and focus, while exposing them to a variety of genres about a similar topic. This coherence was further improved with the creation and addition of curricular unit plans – critical documents that allow teachers to unpack the purpose, skills, standards, and criteria for mastery of content – in order to improve their instruction and student outcomes. Along with these unit plans, a unit unpacking protocol was piloted in 2017-2018 to ensure deep understanding and mastery by teachers before implementation with students. During the 2018-2019 school year, this unit unpacking protocol has been embedded into the professional development sequence across campuses for all grades due to its success.

Moreover, one of the strongest programmatic components of the Core Knowledge materials is its holistic, scientifically-grounded Foundational Skills curriculum and materials. During the 2017-2018 school year, this K-2 component of the curriculum was lengthened to allow for better implementation fidelity. In kindergarten and first grade, specifically, this deeper approach to a critical component of literacy development paid dividends in end-of-year NWEA results. As Brilla is grounded in the classical tradition, a tradition which is deeply vested in the intense literary abilities across history, the foundation of the K-2 literacy program is exceptionally important. The Core Knowledge Skills curriculum provides students an opportunity to practice and demonstrate mastery of Foundational Common Core Standards while still interacting with comprehensive content.

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

- **Read Aloud:** During Read Aloud, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author’s craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent read aloud texts. Read Aloud lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars end each lesson with an analysis and discussion of the texts through discourse and reflection.
- **Nonfiction Studies (Science and Social Studies):** During nonfiction studies, students deepen their understanding of the history and science introduced during Read Aloud through experiential learning opportunities, projects, and planned Socratic Dialogue. In some instances students also engage with additional texts, such as nonfiction articles, in order to improve their depth of interaction with literary analysis and content knowledge.

- **Writing:** During the writing block, scholars study how authors of rich mentor texts use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. Teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.
- **Targeted Literacy:** The essential building blocks of reading include both explicit teaching of strategies and authentic opportunities to practice the strategies. As part of Brilla's goal to guarantee 90% of students are reading on grade level by the end of second grade, Brilla worked with the Lavinia Group, a respected early literacy third party to help design a literacy block that includes Guided Reading, Independent Reading, and Literacy Circles differentiated across grade levels. During Targeted Literacy students read independently – practicing the reading behaviors specifically aligned to their needs and practiced with coaching during Guided Reading lessons. Students interact with both pre-selected, high-engagement texts during Guided Reading but build a love of reading by choosing high interest texts on their independent reading level. Libraries consist of classical, content rich, and culturally relevant fiction and non-fiction leveled texts. Students are homogeneously grouped (groups no larger than eight) depending on a triangulation of STEP achievement data, NWEA MAP data and individual conferencing data during Targeted Literacy. This small grouping allows students to grow at faster rates than traditional reading programs. Throughout the year, scholars build reading stamina and work to accomplish individual reading goals, set collaboratively with the teacher based on analysis of achievement data and ongoing progress monitoring. Teachers coach students to achieve their goals during one-on-one conferring sessions anchored in their comprehension, accuracy, or fluency.
- **Close Reading:** During Close Reading, scholars read and analyze a myriad of engaging poems, informational and narrative texts both independently and with the support of their teacher. Scholars develop a deep understanding of genre and use knowledge to make meaning of what the text says explicitly and to make logical inferences grounded in evidence. Teachers facilitate discourse around the central ideas or themes of a text and analyze the author's use of specific craft and structure moves and how they support the main idea.
- **Literacy Skills:** During Literacy Skills, scholars develop the phonics, grammar, and penmanship skills needed to make and convey meaning across all disciplines. Scholars learn through repetition, memorization, and phonetic and grammatical analysis of the English language. Literacy Skills is a part of Brilla's literacy program in grades K-2. By 3<sup>rd</sup> and 4<sup>th</sup> grade, the grade majority no longer needs direct instruction in this area, as they are reading to learn, rather than learning to read. Instead, 3<sup>rd</sup> and 4<sup>th</sup> graders receive additional intervention and independent reading with conferring to ensure students have the necessary foundational elements for successful reading.
- **Blended Learning:** Scholars receive adaptive, individualized instruction from our suite of computerized blended programs for at least 20 minutes per day. In grades K-4, students participate in iReady, an adaptive and malleable online reading program that aligns to both the

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Common Core State Standards as well as NWEA skills sequences. In grades 5-8, students engage with Achieve3000, an adaptive program that builds students' literacy skills through in-depth text analysis.

Close Reading was implemented across all grade levels during the 2017-2018 school year. In January 2017, Brilla began working with the Lavinia Group to add Close Reading blocks to enhance its literacy program. Close Reading was implemented across all grade levels during the 2017-2018 school year. During the Close Reading block, scholars are exposed to a variety of genres. Scholars are taught in a whole-group setting, and learn to annotate texts, think deeply about the main idea, and to respond in writing to rigorous prompts. The whole group setting during close reading is purposeful, as it allows scholars to hear high level responses from their peers. The Targeted Literacy Block is a new innovative approach to strategic reading development for the 2017-2018 school year. Targeted Literacy allows teachers to become experts of specific reading levels and focus on strategies and differentiated techniques to grow students. Students will transition across classrooms depending on their reading level to receive this specialized instruction through Guided Reading small groups, Independent Reading with conferring, and Literacy Circles with facilitated discussion. This block was designed to simultaneously support Brilla's large ELL and SPED population as well as students above grade level expectations in developmentally-appropriate small groups. Over the summer, some of Brilla's master teachers, along with Lavinia Group, created over 300 individual plans to ensure the implementation of this block began with quality. Additionally, more than 200 plans will be added along with approximately 25 days of onsite training provided by Lavinia Group.

Brilla uses a combination of summative and formative assessments to measure efficacy of both the curricula used, and teachers' instructional practices. These assessments include teacher-developed assessment instruments, and standardized assessments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. At the end of each quarter (2-4) and trimester (5-8), all students take an Interim Assessment (IA) to evaluate their mastery of the standards taught throughout the quarter. 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 order to strengthen Brilla's support of the ELL and SPED population during the 2018-2019 school year and improve the connection to the classical traditions, students will also participate in summative Socratic Seminars and extended authorship opportunities, allowing teachers the opportunity to triangulate and compare qualitative data with the quantitative data produced by many summative assessments. This comparison will be facilitated by newly implemented, school-based Data and Assessment Leads to ensure consistency and fidelity to thoughtful data analysis.

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

- Daily questioning during instruction to gauge student thinking and understanding
- Standards-based rubrics to evaluate students during writing assignments or projects
- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Reading comprehension / running records to assess scholars' reading skills

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- Bi-weekly (K-4) and unit (5-8) assessments include a variety of question types (multiple choice, open response, etc.) to specifically assess standards mastery covered in the week/unit

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

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

In the 2017-2018 school year, Brilla particularly focused its professional development on elevating practices around Close Reading and conferring strategies and coaching during small group and independent reading as well as curriculum refinement and backwards planning. Further, literacy training was facilitated by University of Chicago STEP experts around implementation, calibration, and analysis of intermittent reading assessment.

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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



## 2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	91					91
4	85				1	86
5	78					78
All	254					255

### RESULTS AND EVALUATION

Overall, 51% of Brilla students were proficient on the English Language Arts Exam. That number was slightly higher for students in at least their second year at Brilla, 53%. Our third and fourth grade cohorts drastically outscored the fifth grade cohort.

Brilla fell short of achieving the absolute measure of 75% proficiency on the ELA exam, as only 53% of students were proficient network-wide. However, while we believe that 75% proficiency is still an attainable goal for our school as we continue to grow and improve, we are displeased with this stalling of progress in comparison to last year's notable growth - our 2016 school-wide (only 3<sup>rd</sup> grade) proficiency was 39%; the jump to 54% in 2017 (3<sup>rd</sup> and 4<sup>th</sup> grade) was an amazing increase. While we feel confident that our model is beginning to gain traction, especially in K-4, with a new third grade cohort scoring comparatively to the 2017 3<sup>rd</sup> grade cohort, we need to improve our middle school results (5<sup>th</sup> grade).

Notably, our third grade and fourth grade cohorts outperformed our 5<sup>th</sup> graders. We believe that these scores are the clearest indicator of the success of our model, as these are students who have largely been with us since they enrolled in Kindergarten, having had the opportunity to take full advantage of our program from K-4th grade.

The major shifts to which we attribute some of our growth are the implementation of the close reading literacy block and our focus on using data more urgently and effectively to guide instruction and alignment between key content.

## Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

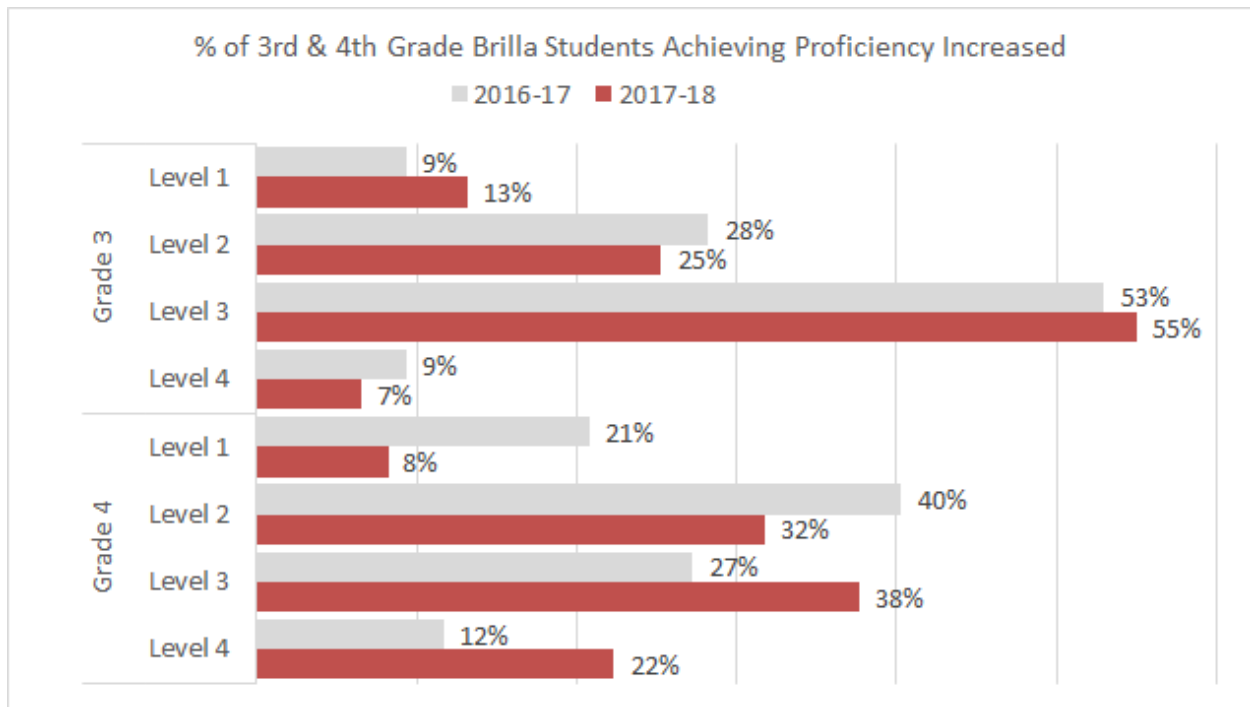
<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62%	91	64%	87
4	60%	85	60%	78
5	30%	78	31%	74
All	51%	254	53%	239

### ADDITIONAL EVIDENCE

Overall, we are encouraged by the positive scores in third and fourth grade achievement on the state exam. Not only did our scores show notable improvement from the previous cohort for our k-4<sup>th</sup> grade model, but we maintained the high performance in third grade proficiency.



### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39%	73	64%	83	64%	87
4			42%	71	60%	78
5					31%	74
All	39%	73	54%	154	53%	239

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measure

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

### 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 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

### RESULTS AND EVALUATION

Brilla’s Performance Level Index was 140. The state has not yet released the MIP for 2017-2018.

Brilla maintained similar percentages of performance levels as 2017. While the number of students increased in Level 4, our Level 1 students grew by a small percentage. This stagnation affirms the need to evaluate the systems and processes put in place to differentiate instruction for students behind grade level expectations. Further, due to the drastic results witnessed in fifth grade, we attribute much of the stagnation of percentages to this cohort. As such, our goals this year center around our middle school model and ensuring that the level of quality being achieved at the elementary level is replicated and sustained in the middle school model. With a cohort of new teachers and different schedules and challenges in opening a new school during 2017, teachers and leaders were not as well-positioned to replicate or improve results.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
254	17%	31%	37%	14%

$$\begin{aligned}
 \text{PI} &= 31 + 37 + 14 = 82 \\
 &= 37 + 14 = 51 \\
 &+ (.5) * 14 = 7 \\
 \text{PI} &= 140
 \end{aligned}$$

## Goal 1: Comparative Measure

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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.<sup>2</sup>

### RESULTS AND EVALUATION

We are aware that the district scores are among the lowest in the city, so the achievement of this goal should not be something that is ever in question. So even though our student demographics closely mirror those of our district (race/ethnicity, SPED population, and ELL population) we will always strive to significantly outperform the district. We achieved this goal as Brilla approximately doubled the score of its surrounding district schoolwide. Our 3<sup>rd</sup> graders outpaced the district by more than 25 percentage points. Our 4<sup>th</sup> graders outpaced the district by 23 percentage points and Brilla 5<sup>th</sup> graders scored approximately 10% higher compared to the district.

Even when looking at specific populations, we saw the same trend. Of our students with disabilities, 26% were proficient compared with a district SPED proficiency level of 12%. For English Language Learners, our proficiency level was 40% compared to the district level of 12%.

2017-18 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 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64%	87	38%	1224
4	60%	78	33%	1207
5	31%	74	20%	1214
All	53%	239	30%	3645

### ADDITIONAL EVIDENCE

Overall proficiency results for the third-grade and fourth-grade grouping continues to represent the disparity of educational quality provided by schools across the local district. While the local district 3<sup>rd</sup> and 4<sup>th</sup> grade maintains similar levels of proficiency from year-over-year, Brilla shows an average proficiency rating of 26% higher in third grade and 27% higher in fourth grade. Brilla's replication of results for third and fourth grade showcase the replicability of quality in comparison to the district.

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	39%	26%	64%	27%	64%	38%
4	--	--	42%	25%	60%	33%
5	--	--	--	--	31%	20%
All	39%	25%	54%	26%	53%	30%

### Goal 1: Comparative Measure

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

### METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Brilla achieved an Effect Size of 1.20 in its prior year of testing. This increase in effect size can be attributed to the significant steps taken by teachers and leaders of the school. The fourth grade

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

cohort (our current 6<sup>th</sup> graders) entered Brilla as founding first graders. The longitudinal impact of missing the Brilla kindergarten experience has proven difficult to overcome in foundational knowledge and skills. While data is not released for the most recent round of testing, our growth rate is exceptional given the addition of a single cohort to the testing grades.

### 2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged *	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
All	86%	140	51.2%	29.5%	21.7%	1.20

\* Based on 2016-17 cohort breakdown and SUNY School Performance Summary

#### School's Overall Comparative Performance:

*Our report indicates that our effect size is higher than expected to a large degree.*

### ADDITIONAL EVIDENCE

Given that Brilla needed to both improve its fourth grade experience and strengthen the third grade model in order to replicate results, the increase from .16 to 1.20 Effect Size is remarkable. Through the deep, regular analysis of student data and implementation of internalization strategies, teachers were able to help students make exceptional gains.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16	3	74%	73	38%	35.5%	.16
2016-17	3-4	86%	162	51%	29.5%	1.20

### Goal 1: Growth Measure<sup>3</sup>

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

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 2016-17 and also

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

Given this is our first year in being able to report our Growth Percentile, we are excited to have exceeded the metric set forth. However, we also recognize that exceeding this goal by an interval of less than five is not adequate. Brilla's overarching mission to prepare students for excellence in high school, college, beyond necessitates a mean growth percentile of at least over 65, ensuring that our students are consistently exceeding their own expectations and preparing them for the rigors of high-performing high schools and colleges. We attribute this foundational start to the consistent use of small group instruction during literacy along with our adaptive blended learning model.

#### 2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54.9	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	54.9	50.0

### ADDITIONAL EVIDENCE

As we do not have past performance data on this metric, we are unable to provide comparative analysis.

#### English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2014-15	2015-16	2016-17	
4	--	--	54.9	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All	--	--	54.9	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 4: Optional Measure

Brilla College Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state Math exam.

### 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.

		ELA - 3-Year Proficiency Comparison														
		BCP			CSD7			Charters			NYC			NYS		
Overall		2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016
	All Students	51%	51%	38%	30%	26%	26%	57%	54%	52%	46%	42%	41%	45%	42%	42%
	GenEd	60%	60%	44%	38%	34%	33%	62%	58%	56%	54%	50%	49%	51%	48%	48%
	SpEd	26%	19%	19%	12%	8%	9%	34%	30%	29%	17%	13%	12%	15%	12%	11%
	ELL	40%	38%	0%	12%	13%	8%	30%	21%	23%	13%	10%	8%	12%	9%	8%
Economically Disadvantaged	51%	52%	35%	30%	26%	25%	55%	51%	49%	39%	35%	34%	35%	31%	31%	

### Notes

1. In 2015-16, the comparison set is 3rd grade in each category as this was the only grade tested at Brilla that year.
2. In 2016-17, the comparison set is 3rd and 4th grade in each category as these were the only grades tested at Brilla that year.
3. In 2017-18, the comparison set is 3rd through 5th grade in each category as these were the only grades tested at Brilla that year.

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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.	Did not achieve
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.	TBD
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.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted	Achieved



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	
Optional	Brilla College Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam.	Achieved

### ACTION PLAN

In summer of 2017 we expanded the implementation of Close Reading across all grades, working with the Lavinia Group, founded by Success Academy alumnus and THINK Literacy creator, Arin Lavina. Lavinia has worked with the most successful charter schools in New York City. We anticipate that deepening this implementation of “close reading” will continue to grow our achievement within our ELA program. Additionally, we have expanded this partnership in the summer of 2018 to innovate around a differentiated, encompassing approach to literacy development in our younger grades (K-2) through Targeted Literacy. This block, conceived by our Chief Academic Officer and Lavinia Group, seeks to ensure sustained growth and achievement in literacy development to prepare students for the rigor of our third and fourth grade curriculum. This program does not replace our Core Knowledge curriculum, but enhances and complements it through the inclusion of reading best practices and small group instruction utilizing a variety of junior classic texts.

During our fifth year, we expanded our staff capacity to focus on continued improvement of our ELA program by adding a Literacy Lead and through the new Network Director of Curriculum and Instruction (DCI). Given the success and improvement witnessed in both quality of curriculum and quality of implementation, the Literacy Lead position has been renewed in order to ensure the alignment between grade-level standards and curricular scope and sequence, lead the analysis of school-wide literacy and writing data to coach best practices in planning and instruction, and develop the deep content knowledge of all the teachers in the literacy domains by overseeing the expansion of daily and weekly lesson plans, extended performance tasks, and identification and analysis of aligned classical texts. Additionally, this year, our sixth year, we are adding a Director of Student Services (full-time) and English Language Learning Specialist (part-time). The Director of Students Services will provide leadership capacity to our growing Student Services staff and focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. The Student Services Team will begin creating differentiated materials to supplement our Tier 1 literacy program that ensure inclusion and acquisition of knowledge and skills is both related to the core literacy content as well as ensure these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of vocabulary for our English Language Learners through multiple data sources. Given the large population of ELLs the school serves, we are piloting an ELL Specialist in a part-time capacity to work with and improve the holistic approach to complex vocabulary acquisition in our literacy programming. Further, last year the instructional leadership team piloted a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. These Learning Walks will be fully implemented in the 2018-2019 school year to ensure fidelity and quality in implementation of the literacy program.

Brilla will also continue to leverage professional development to strengthen instruction in literacy. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Common Core State Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply ‘supporting’ or ‘additional’ standards. With this knowledge, teachers can then prioritize which standards to go deep on and which can be cut from curriculum or not need that much focus (specifically if pacing is a challenge due to scholars being behind academically). A depth of content knowledge also better prepares teachers to anticipate misconceptions, understand student pathways of learning, and allows teachers to better shift the cognitive load to students. While growth was made in this area last school year, in 2018-2019 the focus will be to also deepen teachers’ understanding of the Classical Tradition and pedagogical elements included within it – including speaking and listening, crafting authentic, extended writing tasks, and interaction with historic, classically beautiful writing and art forms.

Through professional development, systems and procedures, teachers and Brilla staff will develop a deep understanding of their curriculum and content. One way we aim to achieve this is through unit studies prior to the launch of a new unit. Approximately two weeks before the beginning of a new unit, teachers will analyze the upcoming unit by looking at the standards addressed, identify a rigorous and engaging essential question, complete the end of unit assessment to understand what student mastery looks like, and break down the key content and knowledge goals of the unit. On a daily basis, teachers will complete lesson internalization guides, which aim to accomplish similar objectives as the unit study, on a more micro level. These lesson internalization guides will prompt teachers to think about the standards, objective, task/activity, and end of lesson assessment (exit ticket), ensuring that all four components are aligned. These guides will also prompt teachers to identify the most crucial questions that will promote student mastery to ask during the lesson, with scripted, exemplar responses. Through coaching and feedback from the grade and content lead, these unit maps and lesson internalization guides are one way Brilla intends to promote and develop content knowledge. Further, 2018-2019 will involve “Looking at Student Work” protocols that allow teachers to, on an interim basis, check for the quality of student work during the unit to determine corrections and increasing opportunities for mastery demonstration and complexity in literacy.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

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

Specifically, Brilla (K-8) uses Eureka Math, a Singapore-style curriculum from Great Minds (formerly EngageNY). Brilla has implemented a coherent mathematics program beginning in kindergarten by using Eureka math. The curriculum emphasizes incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. Students are exposed to abstract concepts, in a manner that breaks each down and makes them accessible. Each concept starts with a concrete, tangible representation, and then progresses to a pictorial representation, and finally moves to an abstract, numerical representation. In having scholars begin with concrete representations, teachers are able to develop deep, conceptual understanding in all students. In addition, Brilla's math program emphasizes speaking and writing with mathematical language, which is an essential part of the Common Core Standards. In 2017-2018 kindergarten teams at Brilla Veritas and Brilla College Prep Elementary piloted an innovative, inquiry-based mathematics program called Math Stories – developed by the Achievement First Network. This program focuses on the Operations and Algebraic Thinking strands of the Common Core Standards and combines elements of literacy and unique, discussion-based problem-solving to our approach to math.

In 2018-2019, due to the success of the Math Stories implementation and improvement in the Operations and Algebraic Thinking domain, both elementary schools will be utilizing the training and program for all students K-4. This decision was made mid-year when Brilla noticed the lagging of this foundational strand and because it aligns with our classical approach – a discussion-based opportunity for students to make meaning together.

Eureka Math is a curriculum published by Great Minds, a nonprofit organization that seeks to ensure that all students receive a content-rich education, underscoring our commitment to classical education and teaching the best content. The material upon which Eureka Math is based was originally created through a partnership with the New York State Education Department and differs from other programs in that, rather than being an update to existing material, it was designed specifically for the common core. In a 2015 Consumer Reports style

review for instructional materials by the nonprofit EdReports.org, Eureka Math was the only curriculum series found to be aligned to the Common Core State Standards at all grade levels reviewed and far surpassed all other curricula evaluated. Eureka Math presents mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. By using Eureka Math, Brilla hopes to reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. Eureka Math goes beyond simply teaching students to know the process for solving a problem. Eureka Math 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.

In addition to Eureka Math, Brilla middle schools use the practices of Cognitively Guided Instruction (CGI) as an approach to problem solving. During CGI instruction, students grapple with complex word problems and learn to focus on the process behind mathematical concepts, versus attending to the answer only. This approach is based on three ideas: teachers launching a complex, grade-appropriate word problem; students independently working on solving the problem; students engaging in a discussion about the strategies used with student work being shown and discussed.

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

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

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

- Daily questioning during instruction to gauge student thinking and understanding

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

As with literacy, the mathematics instructional program of Brilla Schools is facilitated by the academic leadership team, which consists of the Superintendent, Chief Academic Officer, School Principals, Assistant Principals and Grade and Content Leads. Additionally, given the importance of improving our mathematics programming, Brilla has assigned one of the Assistant Principals as the full-time, one-year Math Specialist to ensure consistency and alignment across grades as well as oversee the successful training and full-scale implementation of Math Stories. 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.
- Professional Learning Communities through which a diverse mix of teachers collaborate around teaching and learning practice (e.g. content teams, grade teams, student study teams, school-wide initiative teams).
- External trainings facilitated by industry experts including Achievement First Math Stories and the National Council for Teachers of Mathematics
- High level walk-throughs and learning walks facilitated by top level leadership

In the 2017-2018 school year, Brilla particularly focused its mathematics professional development in kindergarten math stories implementation and on improving its instructional response to mathematics.

## Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 5<sup>th</sup> grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	91					91
4	85				1	86
5	77				1	79
All	253					259

### RESULTS AND EVALUATION

Overall, 62% of our students were proficient on the Math exam. That number increased to 63% for students who were in at least their second year at Brilla. Given both our third and fourth grade cohorts averaged above 70% proficient, with 73% percent proficient for students enrolled at least two years, we continue to be encouraged by the strength of our K-4 model.

Schoolwide, Brilla fell short of achieving the absolute measure of 75% proficiency on the Math exam, as only 63% of students were proficient. However, we believe that 75% proficiency is still an attainable goal for our school as we continue to grow and improve. One area of concern is our drop in proficiency between grade levels. In 2017-2018 our 4<sup>th</sup> grade mathematics proficiency dropped by 6% and our 5<sup>th</sup> grade mathematics proficiency dropped by 10%. We are hopeful and encouraged that adding an expert to oversee mathematics and the partnership with Math Stories will grow the proficiency year-over-year in mathematics. Additionally, iReady Math, a new Blended Learning Program in our suite, will allow teachers to better differentiate and remediate explicit mathematics

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

skills. While we consider a proficiency rating above 70% in third and fourth grade commendable, we continue to seek ways to improve the experience of the 2017-2018 fifth grade cohort.

### Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71%	91	74%	87
4	71%	85	71%	78
5	42%	77	43%	72
All	62%	253	63%	237

#### ADDITIONAL EVIDENCE

We are encouraged by the positive results seen by our third and fourth graders on the state exam. Not only did these scores show proficiency above 70%, but over 50% of ELL population scored proficient on the exam.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53%	74	77%	82	74%	87
4			50%	70	71%	78
5					43%	72
All	53%	74	64%	152	63%	237

#### Goal 2: Absolute Measure

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

## RESULTS AND EVALUATION

Brilla’s Performance Level Index was 159. The state has not yet released the MIP for 2017-2018.

The students scoring in Level 3 and Level 4 can be attributed to the 2017-2018 deep focus on using data to inform instruction. Students were assessed bi-weekly in mathematics and teachers analyzed this data in the same cycle to create differentiated materials and homework to support student development.

### Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
253	17	21	34	28

$$\begin{aligned}
 \text{PI} &= 21 + 34 + 28 = 83 \\
 &34 + 28 = 62 \\
 &+ (.5)*28 = 14 \\
 \text{PI} &= 159
 \end{aligned}$$

## Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>6</sup>

### RESULTS AND EVALUATION

Brilla achieved this goal as our performance on the Math notably outpaced Community District 7.

Similar to our ELA comparisons, achievement of this goal should be an essential benchmark. We solidly achieved this goal as Brilla more than doubled the score of its surrounding district schoolwide. Our 4<sup>th</sup> graders scored 41% higher than 4<sup>th</sup> graders in the district. Our 3<sup>rd</sup> graders scored 35% higher than the surrounding district and our 5<sup>th</sup> graders scored 20% higher than our home district.

Even when looking at specific populations, we saw the same trend. Of our students with disabilities, 42% were proficient compared with a district SPED proficiency level of 17%. For English Language Learners, our proficiency level was 51.1% compared to the district level of 21%.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74%	87	39%	1257
4	71%	78	30%	1230
5	43%	72	23%	1234
All	63%	237	30%	3721

### ADDITIONAL EVIDENCE

The gap in math remains larger than that of ELA compared to the local district. Overall, Brilla outpaced the district, overall by more than 30%. . Brilla exceeded the local district during the previous testing year by 29 percentile points in 2015-2016, 49 percentile points in 2016-2017, and 33 percentile points in 2017-2018.

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<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	53%	24%	77%	28%	74%	39%
4			50%	22%	71%	30%
5					43%	23%
All	53%	24%	64%	25%	63%	30%

### Goal 2: Comparative Measure

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

### 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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Brilla achieved an Effect Size of 1.42, exceeding the stated goal of an Effect Size of 0.3. This is almost double our effect size in 2015-2016 and encourages us to believe that our 2017-2018 will either maintain or improve again beyond 1.42.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged *	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
All	86.3	161	62.1	32.5	29.6	1.42

\* Based on 2016-17 cohort breakdown and SUNY School Performance Summary

### School's Overall Comparative Performance:

***Our report indicates that our effect size is higher than expected to a large degree.***

## ADDITIONAL EVIDENCE

Our third grade cohort vastly outpaced the predicted comparative performance measure. Given they had the highest number of students scoring Level 3 across grades, we are hopeful to continue this upward trend.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-2					
2015-16	K-3	73.3	74	52.7	38.0	0.82
2016-17	K-4	86.3	161	62.1	32.5	1.42

## Goal 2: Growth Measure<sup>7</sup>

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

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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.

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

Our 2016-2017 results indicate that Brilla did not meet our mean growth percentile. In order to ensure that students continue to grow and improve in mathematics knowledge and skills during their Brilla careers, kindergarten piloted the Math Stories program in 2017-2018 which focuses on the school-wide, weaker-performing math strand – Operations and Algebraic Thinking. This program will be implemented fully in K-4 in 2018-2019 to ensure we meet mean growth percentile expectations. Additionally, the middle school program will now include more small group instruction, similar to our elementary model and an additional blended learning block so students receive targeted mathematics instruction.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47.9	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	<b><u>47.9</u></b>	50.0

### ADDITIONAL EVIDENCE

Due to this being representative of one cohort, we are unable to offer additional evidence at this time.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4			47.9	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All			47.9	50.0

<sup>8</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## Goal 4: Optional Measure

Brilla College Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state Math exam.

### 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.

		Math - 3-Year Proficiency Comparison														
		BCP			CSD7			Charters			NYC			NYS		
		2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016	2017-18	2016-2017	2015-2016
Overall	All Students	62%	62%	53%	30%	25%	24%	63%	60%	59%	47%	43%	41%	49%	46%	44%
	GenEd	71%	70%	55%	36%	31%	29%	66%	63%	61%	54%	50%	48%	55%	51%	49%
	SpEd	34%	32%	44%	17%	10%	10%	43%	42%	42%	20%	17%	16%	19%	16%	16%
	ELL	51%	50%	25%	21%	17%	16%	43%	35%	39%	22%	20%	17%	20%	18%	16%
	Economically Disadvantaged	60%	61%	50%	30%	25%	23%	60%	57%	56%	40%	35%	34%	38%	34%	33%

### Notes

1. In 2015-16, the comparison set is 3rd grade in each category as this was the only grade tested at Brilla that year.
2. In 2016-17, the comparison set is 3rd and 4th grade in each category as these were the only grades tested at Brilla that year.
3. In 2017-18, the comparison set is 3rd through 5th grade in each category as these were the only grades tested at Brilla that year.

Brilla achieved this goal as our performance on the Math exam exceeded that of Community District 7 by over 38% percentage points for third and fourth grade and by 20% percentage points for fifth grade.

### SUMMARY OF THE MATHEMATICS GOAL

Brilla College Prep achieved two of four measures related to our Math goal, with one additional measure lacking sufficient data to comment. We believe there is ample evidence to suggest that all goals are attainable in the future. We are encouraged by the notable achievement in our third grade and fourth grade scores. Specifically, this year's fourth graders were our first testing cohort to have been with Brilla since their Kindergarten year, and their overall performance came within 4% of the 75% absolute proficiency goal. With further improvements to our program described below, we expect to continue to see our performance increase.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Did not achieve
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.	TBD
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.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
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. (Using the 2016-17 results.)	Did not achieve
Optional	College Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state Math exam	Achieved

### ACTION PLAN

Brilla has made a commitment to strengthening its mathematics program in the 2018-2019 school year. Each elementary school will fully implement the Math Stories, inquiry-based learning block in addition to our Eureka Curriculum in order to ensure consistent exposure and mastery opportunities of foundational operations and thinking skills. Additionally with the addition of iReady Math to our blended learning program suite as well as a designated school-wide expert for math content implementation and training, we are confident our program will experience gains this coming school year. In the 2018-19 school year, Brilla will introduce a section of blended learning small group intervention in 5<sup>th</sup> and 6<sup>th</sup> grade to provide students with further opportunities to engage with the content that is targeted and differentiated to ensure they are ready for the rigors of the Common Core Standards transition in 6<sup>th</sup> grade. Additionally, our character-based initiatives programming will include elements of mathematics in our regular morning meeting and advisory classes to ensure students are getting at-bats with grade-level standards.

The addition of a Director of Student Services will also provide expertise and guidance to teachers to effectively impact our students receiving services.

## GOAL 3: SCIENCE

### Goal 3: Science

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

#### BACKGROUND

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

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

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

Brilla’s middle school uses Amplify Science - a curriculum aligned to the Core Knowledge Sequence. The Core Knowledge Sequence spirals each year through topics in biology, chemistry, physics and earth

science. Our students have been working with this curriculum since the beginning of kindergarten. Throughout elementary years, students are given a breadth of knowledge about the different fields of science. As they enter middle school, students begin to apply and analyze this knowledge through discussion, models and experimentation. The Core Knowledge Sequence is aligned with the science concepts outlined in the NYS standards for science and prepare students to deepen understanding in high school when they're exposed to higher-level concepts in biology, chemistry and physics. The Core Knowledge sequence also aligns with Brilla's focus on writing and literacy skills – ensuring students are exposed to a variety of nonfiction sources.

Brilla is cognizant of the need to ensure wide coverage of New York state science standards and works to supplement units that align to the New York State Science Standards, so scholars can be adequately prepared for the 4<sup>th</sup> and 8<sup>th</sup> grade Science Exams. The New York State Science Standards clearly outline the different knowledge students need to be successful in understanding the variety of science fields.

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

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

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

As with literacy and mathematics, professional development is led by the school's academic leadership team.

### **Goal 3: Absolute Measure**

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

### **METHOD**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.



# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

Due to scanning issues within the Department of Education, only 7 of Brilla’s 79 science scores were correctly uploaded into ATS. Working in concert with our DOE partner, we were able to reopen the ATS scanning window for a rescan of our test sheets. The rescan, as indicated in the tables below, display our local scores, with 96% of students achieving proficiency on the 4th grade Science Assessment. While we are disappointed that this external issue with ATS doesn’t allow for a public reveal of these local scores, we believe that our science programming and internal stakeholders will benefit greatly from their analysis.

Charter School Performance on 2017-18 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	76	**	**
All	96%	76	**	**

## ADDITIONAL EVIDENCE

Students performed at a higher proficiency rate than their peers the year prior. Students at Brilla are exposed to science instruction through an integrate literacy approach which prepares them with the knowledge and skills necessary to be successful on the science state assessment.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4			93%	68	96%	76
All			93%	68	96%	76

### Goal 3: Comparative Measure

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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. Given the timing of the state’s release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district’s **2016-17** data.

### RESULTS AND EVALUATION

Overall we are proud of 96% of students being classified as proficient on the science state exam. Brilla’s approach to science instruction is “hands-on,” providing opportunities for students to learn through kinesthetics and experiential projects. At Brilla, science is combined with our Literacy blocks so students build an interdisciplinary approach to knowledge that scaffolds and spirals year-over-year. This allows teachers to dive deep into the content

2017-18 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	76	**	**
All	96%	76	**	**

### ADDITIONAL EVIDENCE

We are unable to comment at this time.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4			93%	**	96%	**
All			93%	**	96%	**

<sup>9</sup> This table uses the prior year’s results as 2017-18 district science scores are not yet available.

## SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
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 examination.	
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.	

## ACTION PLAN

Though we are pleased with our first year of outcomes, Brilla seeks to improve our performance to obtain 95% proficiency on the New York State Science Exam. In the 2018-19 school year, Brilla will make slight adjustments to the science curriculum to ensure tighter alignment to key science standards and increased opportunities for hands-on experimentation.

## GOAL 4: ESSA

### Goal 4: ESSA

Brilla will remain in good standing according to the state’s ESSA accountability system.

#### Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

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

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL EVIDENCE

### Accountability Status by Year

Year	Status
2015-16	Good standing
2016-17	Good standing
2017-18	Good standing

## APPENDIX A: OPTIONAL GOALS

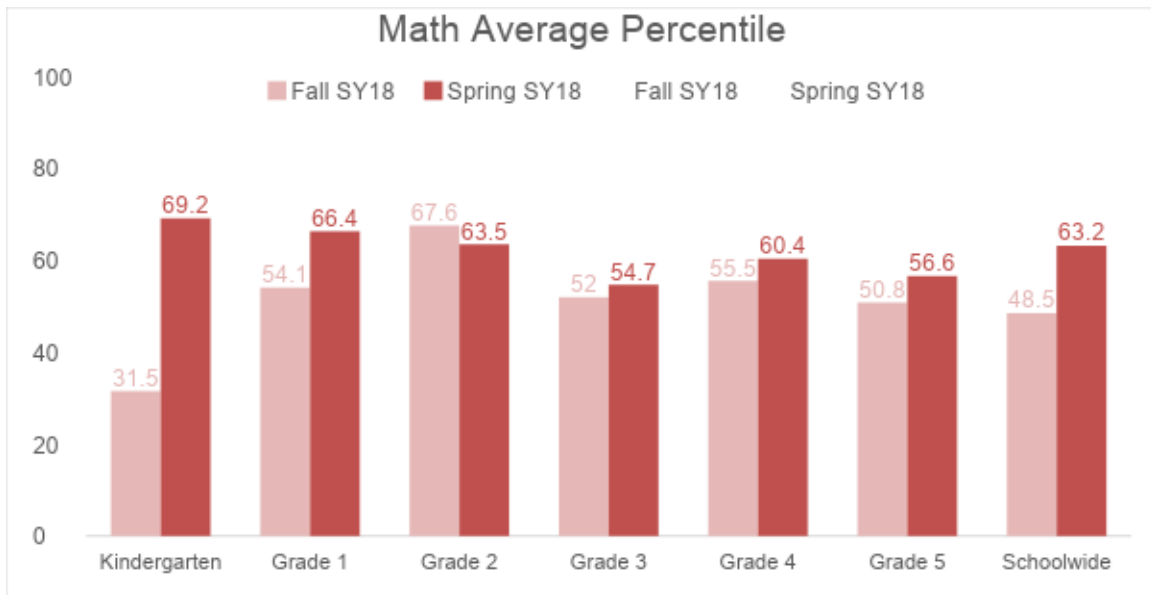
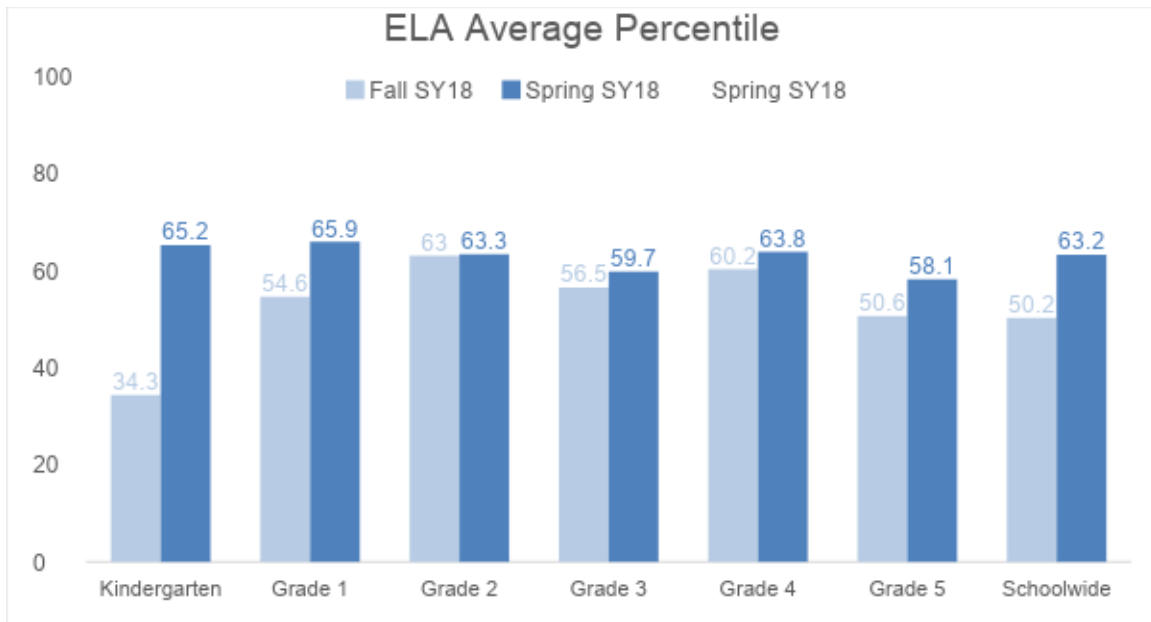
The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

**Goal 5: NWEA MAP PERCENTILE RANKING**

Brilla will demonstrate sufficient progress on the NWEA MAP assessment.

**Goal 5: Comparative Measure**

At the end of each year the average percentile ranking will be at least 50% in reading and math.



## METHOD

Each year, Brilla students, in all grades take the NWEA Measures of Academic Progress (MAP) Assessment. This nationally recognized, and nationally-normed, assessment allows Brilla to compare its progress to other schools and students across the country.

## RESULTS

Based on the 2017-2018 results, students' average percentile ranking was above 50<sup>th</sup> percentile, with the average percentile of students being 63.

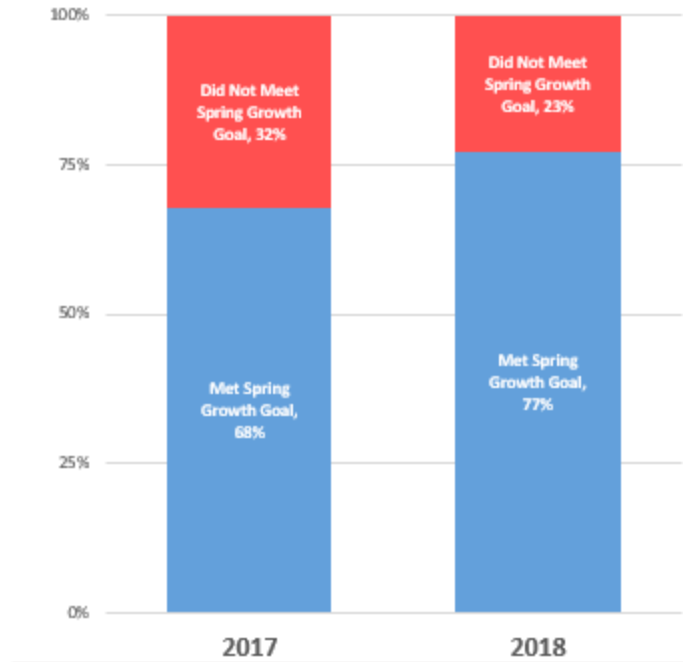
### EVALUATION

Brilla exceeded this optional goal with an average percentile ranking of 63, 13 percentile points higher than the 50 percentile point target. In 2017-2018, Brilla made a strategic decision to enhance the utilization of data, specifically NWEA data and bi-weekly assessments to differentiate instruction to ensure that all students continued growth. An increase in average percentile, especially above the 50<sup>th</sup> percentile, is an aggregate indicator of successfully advancing student achievement.

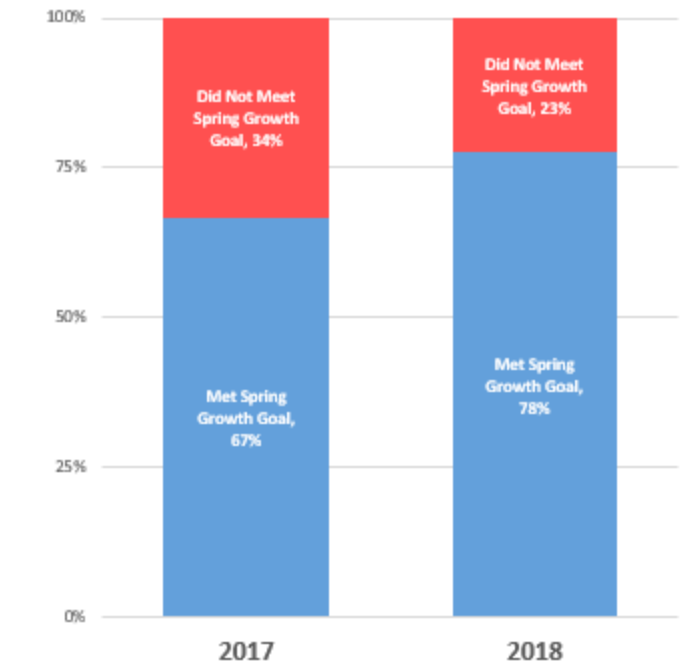
#### **Goal 5: Growth Measure**

At the end of each year 60% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score in the same 10 point RIT block.

### Reading



### Mathematics





### METHOD

Each year, Brilla students, in all grades take the NWEA Measures of Academic Progress (MAP) Assessment. This nationally recognized, and nationally-normed, assessment allows Brilla to compare its progress to other schools and students across the country.

### RESULTS

77% of Brilla students met or exceeded their NWEA goals in ELA and 78% met or exceeded their NWEA goals in Math.

### EVALUATION

Brilla exceeded this optional goal by 17% and 18%, respectively, in reading and math. NWEA states that the common expectation is for only 50% of students to meet their end-of-year growth targets. At Brilla, we set aggressive growth targets for students below the 60<sup>th</sup> percentile using a specific algorithm that accounts for instructional time and the components of our model. These goals ensure students are outpacing their NWEA recommended goals.