



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BRILLA COLLEGE PREPARATORY
CHARTER SCHOOL*

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Brilla College Preparatory Charter School and renew Brilla College Preparatory Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 756 students.

To earn an **Initial Full-Term Renewal**, a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1:

the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;

2:

the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

5. See New York Education Law § 2852(2).

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Brilla College Preparatory Charter School ("Brilla") received its original charter on June 19, 2012 from the New York City Department of Education (the "NYCDOE") and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

Brilla makes good faith efforts to meet its enrollment and retention targets and plans to use the following strategies to meet its targets:

- partnering with local universal Pre-K programs, community programs such as Little Angels Day Care Center, Marshall England Learning Center, Stars of Tomorrow, and Sunshine Day Care, to hold information sessions;
- translating all of the information sessions for families and students;
- canvassing the Mott Haven area and handing out informational flyers;
- conducting home visits to every family's residence;
- participating in the New York City Charter Center School Fair;
- holding open house events to highlight the programs the school offers; and,
- providing opportunities for families to participate in school activities on a monthly basis.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

BACKGROUND

Brilla received its original charter from the New York State Board of Regents (the “Board of Regents”) on June 19, 2012. The school merged with Brilla College Preparatory Charter School Veritas (“Brilla Veritas”) effective July 1, 2017. Brilla opened its doors in the fall of 2013 initially serving students in Kindergarten and 1st grade. The school is authorized to serve 518 students in Kindergarten – 5th grade during the 2017-18 school year and will grow to serve students in Kindergarten – 8th grade, with a projected total enrollment of 756 students in the next charter term.

The current charter term expires on June 30, 2018. A subsequent charter term would enable the school to operate through June 30, 2023. The elementary and middle school grades of Brilla are located in privately leased buildings in Community School District (“CSD”) 7. The elementary school grades are located at 413 E. 144th Street, Bronx, New York, and the middle school grades are located at 500 Courtlandt Avenue, Bronx, New York, and share space with the Kindergarten of the new elementary school, Brilla Veritas.

The mission of Brilla is:



Brilla College Preparatory Charter School, a K-8 school in the classical tradition, helps students to 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.

Brilla is one of two charter schools in the merged education corporation, Brilla College Preparatory Charter Schools. Brilla is the flagship school. The education corporation contracts with Seton Education Partners, Inc. (“Seton” or the “network”), a Wyoming not-for-profit charter management organization, to provide services to Brilla and Brilla Veritas, the other SUNY authorized charter school in the network, through an academic and business service agreement. The network delivers academic-related services, management and operation services, human resources support and development, budgeting, and financial reporting services.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Brilla is an academic success. Although not authorized by the SUNY Trustees during the majority of its initial charter term, the Institute analyzed Brilla's academic outcome data and found that the school posted strong performance in the context of the SUNY Trustees' required academic accountability standards in English language arts ("ELA"), mathematics, and science.

Teachers plan lessons aligned to the school's curriculum and utilize data regularly to adjust instruction and provide targeted support to students. Classrooms are co-taught and students engage in blended learning in ELA and mathematics. This structure provides the opportunity for students to work in small groups daily. Brilla's commitment to regular data analysis and small group instruction are integral to the school's proficiency rates for students with disabilities and ELLs, which double their district peers'.

The school community shares a commitment to Brilla's mission. Teachers maintain high expectations for student learning, and leaders hold teachers accountable for high quality instruction. Brilla's instructional leadership team is robust, which allows teachers to receive regular, systematic coaching. Teachers and leaders receive extensive professional development aligned to the school's academic program and schoolwide priorities. A network administrative team works in partnership with the school to support the delivery of Brilla's academic program. Brilla's school leaders, network leaders, and board regularly monitor the school's progress and use data to inform oversight and programmatic changes.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Brilla an Initial Full-Term Renewal.

NOTEWORTHY

Brilla's significant effort in remaining faithful to its key design element of family engagement is highly effective. In addition to a robust offering of family events, which includes home visits to every new student before the school year, Brilla reports achieving 100% participation in family conferences for all four years the school has been in operation.

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Brilla is an academic success. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, Brilla's academic program is strong, effective, and supported by high quality instructional and organizational leadership.

When authorized by the Board of Regents, Brilla had a performance framework that includes measures of academic success that were different than those required for schools authorized by the SUNY Trustees.

As part of the merger process, the Institute analyzed Brilla's performance against the SUNY Trustees' performance standards, and the performance review below includes data the school generated during the most recent three years. For the next charter term, Brilla will establish an Accountability Plan that includes the SUNY Trustees' required goals and measures and any additional goals and measures the school's board develops with the Institute. For each goal in the SUNY Trustees' Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁶ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the Board of Regents"⁷ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE
PERFORMANCE, I.E.,
WHAT PERCENTAGE
OF STUDENTS
SCORE AT A CERTAIN
PROFICIENCY ON
STATE EXAMS?

COMPARATIVE PERFOR-
MANCE, I.E., HOW DID THE
SCHOOL DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED STUDENTS?

GROWTH
PERFORMANCE,
I.E., HOW MUCH
DID THE SCHOOL
GROW STUDENT
PERFORMANCE AS
COMPARED TO THE
GROWTH OF SIMILARLY
SITUATED STUDENTS?

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Brilla relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Brilla's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Brilla's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

SUNY
RENEWAL
BENCHMARK
1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its initial charter term, Brilla posted strong performance against the SUNY Trustees' academic accountability standards in ELA, mathematics, and science. The school would have met its Accountability Plan goals over the term and is in good standing under the state's accountability system.

Brilla performed well against SUNY's ELA accountability standard during 2015-16 and 2016-17, the first two years in which the school enrolled students in testing grades. During 2015-16, the school's 3rd graders enrolled in at least their second year outperformed CSD 7's (the "districts") 3rd graders by 12 percentage points. While Brilla posted a comparative effect size below SUNY's target, the school performed slightly higher than expected in comparison to school's across the state enrolling similar percentages of economically disadvantaged students. During 2016-17, the school improved its absolute performance, posting a proficiency rate 16 percentage points higher than the previous year. The school increased the gap above the district's performance to 27 percentage points. Brilla also exceeded SUNY's comparative effect size target, performing higher than expected to a large degree compared to schools with similar concentrations of students who are economically disadvantaged. The same year, Brilla exceeded SUNY's growth target, posting a mean growth percentile five points above the state median of 50.

Brilla also demonstrated strong mathematics performance in the first two years the school enrolled students in testing grades. During both 2015-16 and 2016-17, the school's students enrolled for at least two years outperformed the district's students in similar grades by 30 percentage points and 38 percentage points, respectively. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Brilla performed higher than expected to a large degree in both years. During 2016-17, the school's 4th graders posted a mean growth percentile that fell narrowly below SUNY's target of 50.

Brilla first administered the New York State science exam in 2016-17. The school's 4th graders enrolled in at least their second year posted a proficiency of 91%, exceeding SUNY's absolute performance benchmark of 75% by 16 percentage points. District comparison data is not yet available.

The school met its NCLB goal and remains in good standing under the state's accountability system.

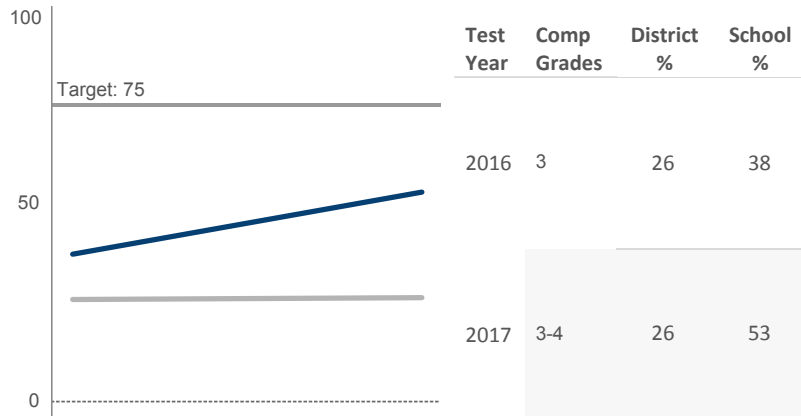
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ACADEMIC PERFORMANCE

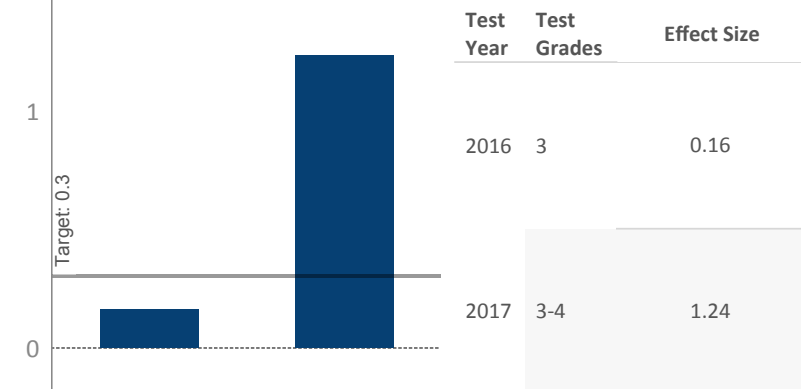
BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

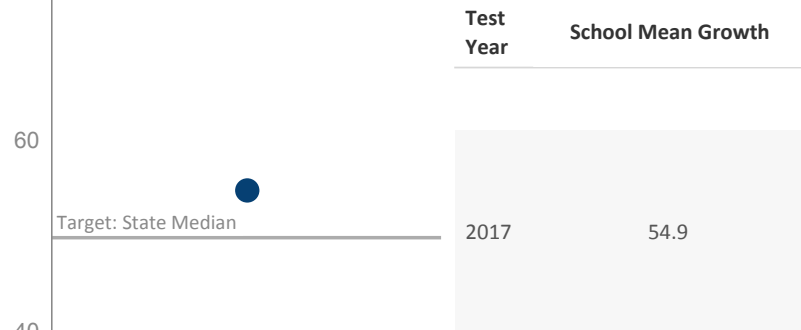
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



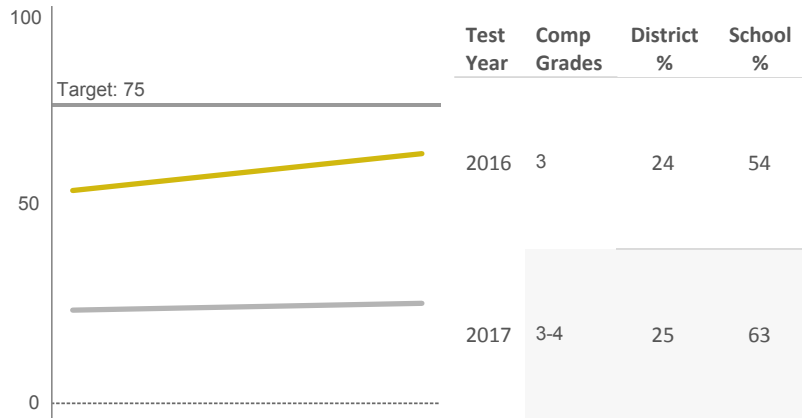
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ACADEMIC PERFORMANCE

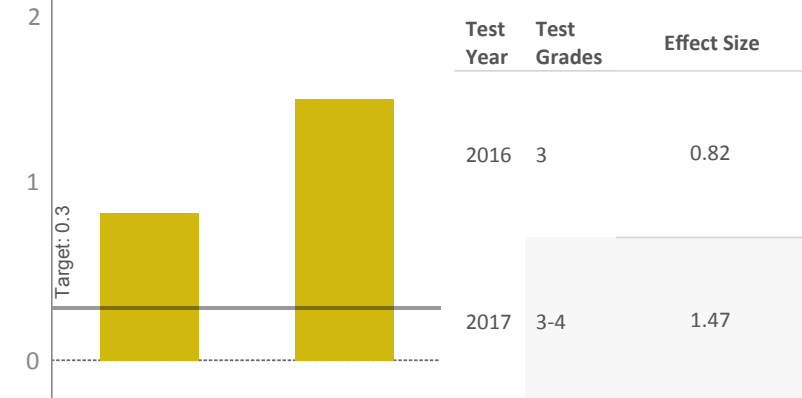
BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

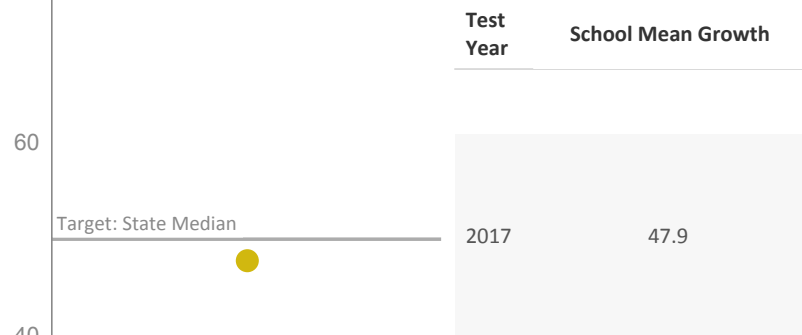
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **mathematics**.

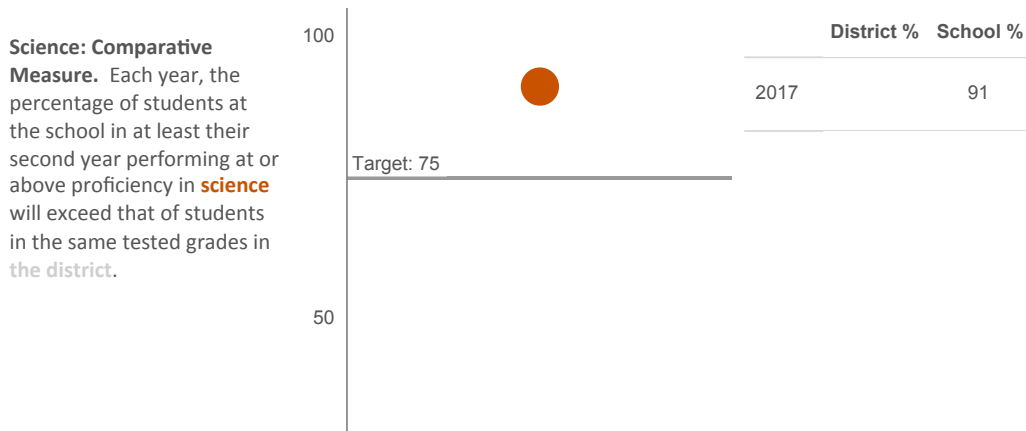


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ACADEMIC PERFORMANCE

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	46	77	92
Tested on State Exam	0	17	36
School Percent Proficient on ELA Exam	N/A	23.5	19.4
District Percent Proficient		8.7	8.3

	2015	2016	2017
ELL Enrollment	50	75	102
Tested on NYSESLAT Exam	50	70	100
School Percent 'Commanding' or Making Progress on NYSESLAT	36.0	10.0	16.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

SUNY
RENEWAL
BENCHMARK
1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Brilla has an assessment system that improves instructional effectiveness and student learning. The school has a valid and reliable process for scoring its assessment suite, and leaders make results available to all stakeholders. School leaders and teachers use data to guide their practice and regularly communicate student progress to parents.

- The school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. The school administers the NWEA Measures of Academic Progress ("MAP") in reading and mathematics in addition to summative and formative assessments. Students in 2nd – 4th grade take standards-based and curriculum-aligned interim assessments ("IAs") three times a year, and the middle school grades administer the IAs four times a year. Students in 3rd – 5th grade take two mock state assessments for ELA and mathematics. The school determines students' reading levels via the Strategic Teaching and Evaluation of Progress ("STEP") assessment. The school supplements these assessments by alternating weekly assessments in ELA and mathematics, and results from blended learning computer-based programs.
- The school has a valid and reliable process for scoring and analyzing assessments. Teachers consistently use rubrics and student work samples of high, medium, and low levels of mastery to score mathematics and writing. Every week teachers work in collaboration with the grade level lead to analyze the weekly assessment in order to norm expectations for scoring.
- The school makes assessment data accessible to teachers, school leaders, and board members. Teachers enter assessment results into Illuminate, a student assessment system, so that they are available to teachers and school leaders. School leaders provide the board with a monthly data dashboard that includes assessment results.
- Brilla has robust practices in place to ensure that teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. Every week classroom teachers meet with the grade level lead to analyze the weekly assessments and identify trends to determine the highest leverage work for the following week. Teachers and leaders use the MAP, STEP, IA, and weekly assessment data to identify lower-performing students. Teachers use MAP results to create small groups, identify focus skills, and inform the types of computer-based learning programs students will work on during ELA and mathematics in addition to

classroom instruction. Teachers refer students with a trend of lower performance to the student support office, and later in the academic year, the Special Education Teacher Support Services (“SETSS”) teacher pulls students who have significantly low assessment performance but do not have an Individualized Education Program (“IEP”).

- School leaders use assessment results to evaluate teacher effectiveness and to develop and adjust professional development and coaching strategies. In response to last year’s writing assessment data, leaders determined that the writing program was insufficient. To remedy this, leaders created a literacy lead position to spearhead a more intentional approach for the long term ELA program including vertical and horizontal curriculum alignment and coaching. Lead teachers collect data on schoolwide trends to adjust the weekly Friday afternoon professional development. Leaders use assessment data to inform the teacher evaluation process, and teachers with lower performance receive more coaching. At the time of the visit, the elementary school leaders recently started a pilot program in some grades to utilize weekly data dashboards outlining weekly assessment, blended learning, attendance and behavior data, as well as students of concern.
- The school regularly communicates to families about their students’ progress and growth. The elementary grades issue four report cards per year, and the middle school grades issue three report cards since those grades are on a trimester system. The school hosts report card conferences with families three times a year, and leaders report sustaining a 100% attendance rate for the past four years. The school provides teachers with work cellular phones to communicate with parents, and teachers have goals for the number of parent contacts they make per week.

DOES THE SCHOOL’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

The school’s curriculum and processes support teachers in their instructional planning. A robust system of planning and feedback bolster the efficacy of scope and sequence documents and unit plans.

- The school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The school has supporting tools in the form of scope and sequence documents and unit plans that provide a bridge between the curriculum framework and lesson plans. The

school has assigned schoolwide content leads for each subject, who create the scope and sequences based on the NYS standards and the school's key curricular materials, which include Eureka Math in Kindergarten – 5th grade, close reading in Kindergarten – 5th grade, Wit & Wisdom in 5th grade ELA, Amplify in 5th grade science, and Core Knowledge in Kindergarten – 5th grade. Within this framework, teachers know what to teach and when to teach it.

- The school has a process for selecting, developing, and reviewing its curriculum documents and its resources for delivering the curriculum. In response to the previous year's assessment results in ELA, leaders revised the ELA scope and sequence and instructional guidance, which included teaching writing in small groups and increasing instructional supports to better provide English language acquisition strategies to ELLs.
- The school has implemented practices to support teachers in planning purposeful and focused lessons. A schoolwide priority set by the leaders this year focuses on the intellectual preparation for teaching lessons, rather than solely on producing plans. Intellectual preparation enables teachers to anticipate student misconceptions and plan for them so teachers can push for 100% student mastery. To support this priority, every grade level has a content planner for each subject. Grade level teams meet on a weekly basis to discuss challenging content and to review the subsequent week's lessons with a focus on objective-based lessons. Teachers internalize the lesson plans and tailor lessons to their own students' needs, ensuring lesson delivery effectively meets all students' needs. Each week, teachers submit lesson plans and the content lead provides feedback. Teachers adhere to these deadlines and processes. The school continues to recognize purposeful planning as an area of focus for the teaching staff, which was also evident in the lessons observed at the time of the visit.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Overall, Brilla has high quality instruction. The majority of Brilla teachers establish and maintain classroom environments focused on learning and provide purposeful instruction. However, opportunities for students to develop depth of understanding and higher order thinking skills are minimal; the school also identifies this as an area of improvement. As shown in the following chart, during the renewal visit, Institute team members conducted 14 classroom observations following a defined protocol used in all renewal visits.

SUNY
RENEWAL
BENCHMARK
1D

NUMBER OF CLASSROOM OBSERVATIONS

		G R A D E						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA			1	2		1	4
	Math	2	1	1		2	1	7
	Soc Stu						1	1
	Other		1				1	2
	Total	2	2	2	2	2	4	14

- The majority of teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (9 of 14 lessons observed). Teachers clearly communicate objectives to students by posting them on the board, and lesson activities align with the stated objective. The visit team observed numerous classes with intentional co-teaching structures. Notably, the mathematics classes utilize two teachers and computer-based learning programs to create small, targeted groups. At the start of the year school leaders identified objective driven lessons as an area of focus and coaching strategies continue to target this skill.
- The majority of teachers effectively use techniques to check for student understanding (8 of 14 lessons observed). This was most evident during small group instruction. For example, two co-teachers monitored students in their small groups as students worked at their own pace, stopping at pre-identified checkpoints for teachers to prompt them to explain their thinking orally and to get teacher feedback before moving on. In an ELA lesson, the teacher read aloud a nonfiction text and monitored the students' ability to compare and contrast via the facts they listed in a t-chart on their individual whiteboards.
- Leaders recognize a need for teachers to include more opportunities to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills (1 of 14 lessons observed). As such, leaders provide support to teachers through lesson plan feedback and follow up with feedback through lesson observations. In some cases the prepared lesson plans include opportunities for high-order thinking, but the teacher does not effectively implement the planned opportunity during lesson delivery. For example, teachers ask high level, open-ended questions that require students to engage in higher-order thinking; however, despite these questions, teachers are not successful in facilitating student responses that demonstrate higher-order thinking skills.

- Most classrooms establish and maintain classroom environments focused on learning (10 of 14 lessons observed). These classrooms have effective management techniques that create a consistent focus on academic instruction. Classrooms with a clear focus on learning routinely provide clear directions to students, appropriate lesson pacing, and positive narration of students that are on task. Several successful techniques that support urgency include transition routines, seating charts for each station rotation, and familiar choral sayings to remind students of routines and minimize potential disruptions.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Brilla has a strong instructional leadership team. Teachers receive ongoing, targeted coaching within their grade team and content area. Leaders systematically use data to inform coaching and professional development activities, demonstrating an ongoing commitment to increasing teacher effectiveness.

- Brilla's leadership team establishes an environment of high expectations for both adults and students within the Brilla community. The leadership team regularly uses data to assess the progress of the school and uses that information to set priorities. Leaders communicate schoolwide priorities and provide teachers with information about their decision-making process, strengthening teachers' investment in the Brilla mission. As a result, teacher preparation and classroom instruction focus on student mastery and growth.
- The instructional leadership team at Brilla supports the development of the teaching staff. The head of schools provides direct support to the school leaders and the director of curriculum and instruction. The school leaders directly support a robust team of grade and content leads ("GCLs"). The GCLs provide direct support to teachers based on their grade and content assignments. Within this structure, teachers receive frequent and effective support, differentiated by grade and content.
- Brilla provides teachers with sustained, systemic, and effective coaching aimed at improving teachers' instructional effectiveness. Each GCL leads one grade team and one content area. For example, a GCL may lead the 4th grade team and the team of teachers responsible for planning mathematics content. Given this dual focus, teachers receive ongoing coaching and support from multiple GCLs. Teachers participate in weekly observation and coaching sessions with their GCLs, alternating each week between the grade level GCL and the content GCL. Each GCL provides actionable feedback during coaching meetings and work with teachers to develop next steps. The GCLs use a shared tracker to monitor feedback and action steps for alignment across the coaching agenda.

The GCLs also participate in ongoing training to improve their effectiveness in coaching and providing direct support to teachers. The school leader observes GCLs weekly during grade level meetings and uses the observation to inform weekly coaching meetings.

- Instructional leaders provide opportunities and guidance for teachers to plan instruction within and across grade levels. The GCLs facilitate weekly grade team meetings that focus on lesson internalization, which includes the practice of delivering lesson content and planning for student misconceptions. GCLs also facilitate weekly data meetings in which teachers review weekly assessment data and plan instructional adjustments based on the data.
- Brilla's leadership team implements a comprehensive professional development program that develops the competencies and skills of all teachers. The school has a yearlong professional development calendar that starts with pre-service training in the summer. During the school year, the network hosts weekly professional development sessions. Additionally, the school provides full professional development days throughout the year. Three of these are data days devoted to analyzing assessment data by grade and content, identifying schoolwide trends, and planning instructional adjustments based on the data.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. Teachers and leaders complete a 360-degree evaluation twice per year, which consists of a self-evaluation, peer evaluations, principal and GCL evaluations using the same rubric, and parent feedback. Based on the evaluations and the ongoing coaching observations, leaders provide a written narrative that clearly details teachers' greatest strengths and weaknesses and meet with the teachers to discuss feedback.
- Leaders hold teachers accountable for quality instruction and student achievement through consistent coaching and feedback and the evaluation system. If a teacher is not meeting expectations based on the evaluation process, the leadership will intervene with more intensive coaching immediately. For example, during the 2016-17 school year, the principal implemented a performance improvement plan for a teacher that was failing to meet expectations. Rather than the bi-weekly coaching cycle, leaders provided daily observations and held coaching meetings several times per week with this teacher. After failing to meet the performance improvement plan expectations, the principal terminated the teacher. While school leaders attempt to minimize teacher turnover, Brilla does not invite back teachers who fail to meet performance expectations. Following the 2016-17 school year, Brilla leadership terminated 11 percent of employees for failing to meet the school's expectations.

SUNY RENEWAL BENCHMARK 1F

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Brilla supports the learning of its students with disabilities and students who are at risk of academic failure. The school has clear systems to identify and meet the needs of students requiring additional academic support. This year, the school is prioritizing its program to support ELLs in order to improve already promising academic outcomes.

- Brilla has clear procedures for identifying students at risk of academic failure. Early in the year, Brilla administers a battery of assessments designed to identify students performing below grade level expectations. Early analyses of the data allow teachers to group students by ability and differentiate instruction to provide extra support to students who need it. After teachers and GCLs analyze the data further, co-teachers devise strategies to provide more targeted support to remedy students' skills and knowledge deficiencies. The school has a clear process to identify students who may require evaluation for special education services and works closely with the district committee on special education ("CSE") and families to ensure students receive the evaluations in a timely manner. The school also has clear processes to identify ELLs: families complete the Home Language Identification Survey as part of the admissions packet and school staff members interview families, either at the school or during home visits, to identify students who need to complete the New York State Identification Test for English Language Learners ("NYSITELL"). The school provides English language acquisition supports to students based on the results of that assessment.
- Brilla has sufficient services to support the learning needs of students with disabilities, ELLs, and students who struggle academically. The school staffs every classroom with at least two teachers; every grade level has at least one integrated co-teaching ("ICT") classroom where a certified special education teacher provides support to students with disabilities and students struggling academically. The school also has learning specialists who push into classrooms where students require skills remediation and work with small groups to provide targeted interventions. Last year, Brilla's students with disabilities were proficient on the state's ELA and mathematics exams at rates that doubled the district's. This year, Brilla has prioritized improving its services to ELLs. After a thoughtful analysis of its data, the school is targeting improvements in ELLs' speaking and writing skills. The ELL services coordinator and GCLs coordinate to identify specific strategies to improve ELL students' performance in these skill areas. Last year, Brilla's ELLs doubled the proficiency rates of the district on the state's ELA and mathematics exams.

- General education teachers utilize effective strategies in the classroom to support the learning needs of at risk students. Teachers use lesson study documents to plan differentiated strategies to ensure all learners are able to achieve lesson objectives. Co-teachers plan strategies during weekly planning meetings where GCLs provide input on effective strategies. Throughout the school, Brilla teachers access Eureka Math and Core Knowledge to develop and implement research-based strategies that support students who struggle academically. Teachers and GCLs monitor students' progress using data from weekly Friday assessments along with data from STEP, MAP, and interim assessments.
- Brilla effectively monitors the progress of its students who struggle. The special education and general education staff confer about the progress of students with disabilities to meet their goals using a goal tracker. The tracker identifies the service area, measures, benchmarks, and most recent results for special education students. The special education coordinator and ELL teachers analyze assessment data to ensure ELL students are progressing in their English language acquisition goals and use the data to adjust the program to ensure the school meets ELLs' needs. Generally, the school holds student services office ("SSO") meetings biweekly to ensure that students experiencing academic difficulty receive adequate supports and to monitor the effectiveness of the supports.
- Teachers at Brilla are aware of their students' progress toward meeting their IEP or English language acquisition goals. Each year co-teachers meet with the special education coordinator to review IEP goals and language acquisition needs and services. The school recently revised its goal tracker to make its use more efficient and easier for teachers to access.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Brilla is an effective and viable organization. The operational structure effectively provides support to allow instructional leaders to focus on instruction. The network and the board of trustees provide effective support and oversight which allows the school to meet its academic goals.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Brilla is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Brilla implements an effective blended learning program, which focuses on live instruction with additional supports from computer-based programs.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE's 2016-17 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2016-17, 86% of families who received the survey responded. The majority of survey respondents (95%) indicated strong satisfaction with Brilla's program. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 20 parents in attendance at the focus group expressed extreme satisfaction with the extent and frequency of communication between parents and teachers.

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Parents also find family events, such as Parent University and Coffee and Conversation, to be useful sessions for understanding the content their students are learning and staying informed about school events.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 93% of Brilla students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Brilla has established an organization that effectively delivers its academic program. The school has clear lines of accountability and the network effectively supports the implementation of the academic program.

- Brilla has clear operational procedures and an organizational structure that effectively supports the delivery of the academic program. A head of schools oversees the principals at the middle school and the elementary school levels. The principals oversee a team of GCLs who in turn support teachers in delivering the academic program. The network provides support with financial oversight and bookkeeping, recruitment and human resources needs, data analysis support, and facilities concerns. The network provides the school’s curriculum, assessments, and materials.
- Brilla has clear lines of accountability. Teachers and instructional leaders clearly articulate the responsibilities of their respective roles. Although evaluations of staff members and teachers include input from various members of the school community (including parents), staff members know who is ultimately responsible for setting goals and monitoring their progress toward achieving them.
- Although Brilla has a clear discipline system, school staff do not consistently implement the system across classrooms. The school uses a Love and Logic approach to student discipline, in which teachers provide students with a set of choices and logical consequences for their behavior. Across classrooms, however, teachers do not always implement the program with fidelity. After prompting students to remain on task and

to disengage from some mildly disruptive behaviors, some teachers do not require all students to comply before moving ahead with the lesson. Rather than receive an opportunity to make a choice or receive a consequence, students continued to engage in low-level misbehaviors.

- Brilla maintains sufficient enrollment and retains most of its students from year to year. The school has met its chartered enrollment and is meeting its targets for enrolling students with disabilities and ELLs. Leaders are aware that the school falls short of enrolling its target for students who are economically disadvantaged and adjust recruitment activities to focus on high need areas in the local CSD. On average, over 95 percent of students eligible to return the following academic year re-enroll.
- Brilla constantly monitors its programs and makes changes where necessary. The network monitors multiple data sources to ensure the effectiveness of its curriculum and instructional support, including supports to at-risk students. This year, Brilla has prioritized improvements to its services for ELLs.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Brilla College Preparatory Charter Schools board is reflective and strategic in its work to ensure the school is working towards meeting its Accountability Plan goals. The board has established clear priorities aligned to the school's academic, fiscal, and operational success, and utilizes clear systems to monitor the school's ongoing progress towards meeting these goals.

- The board possesses deep expertise in education in addition to skills that enable necessary oversight of operations and finance. Board members serve staggered terms and have the opportunity to be re-elected, which ensures the size of the board remains sufficient. As Brilla continues to grow to serve students in Kindergarten – 8th grade, the board plans to add two to three additional members to grow its capacity.
- Board members request and receive information on the school that allows them to provide sufficient oversight. School leaders provide the board with monthly data reports on the school's progress specifically related to academics, culture, operations, and finance. The head of schools provides an oral or written monthly update at board meetings.

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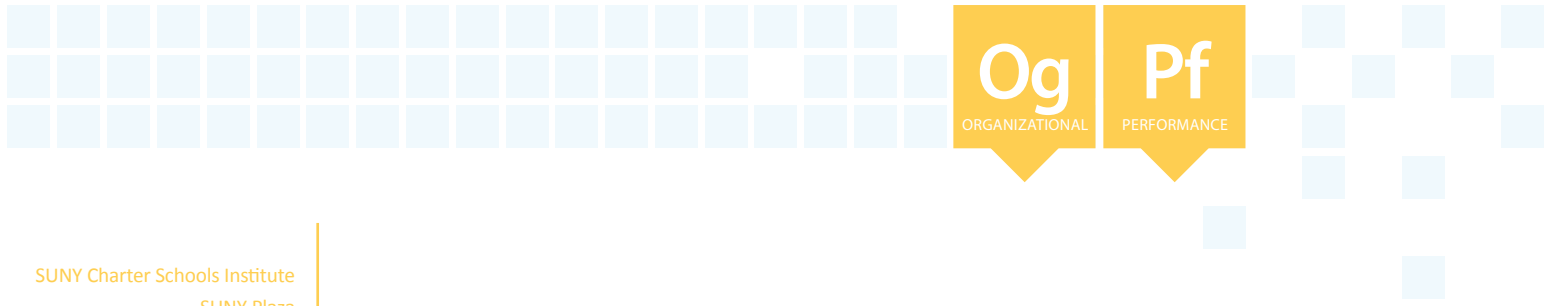
- The board is reflective about the school's areas of strength and opportunity. Although the board delegates day-to-day operations of the school to the network, the board worked alongside the executive director and head of schools to identify priorities for the 2017-18 school year. The board creates measurable annual performance goals, conducts an annual evaluation of the network, and holds Seton accountable for the academic, financial, and operational success of Brilla and the education corporation's new school, Brilla Veritas, that opened its Kindergarten in fall 2017.
- The board recruits, hires, and retains key personnel and has made a commitment to providing school leaders with ongoing development. As part of this commitment, the principals of the elementary and middle school grades participated in leadership development programs through the KIPP Foundation, a charter management organization that supports KIPP Charter Schools, during the 2016-17 school year.
- Board members effectively communicate with the school community and provide opportunities for families to provide feedback on the school's programming. A representative of the school's family involvement committee gives an annual presentation to the board on the school's strengths and weaknesses from the parents' perspectives. The board also administers annual surveys to staff and families to gather additional feedback on the school.

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DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and partner organization accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board has avoided creating conflicts of interest, and where conflicts exist, the board has managed those conflicts in a transparent manner.
- The board receives specific and extensive reports on fiscal and academic performance, and non-academic student and staffing trends.
- The board successfully navigated the merger process in 2016-17 thereby bringing the school over to SUNY authorization, and the new school opening process, having opened Brilla Veritas at the beginning of this school year.



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HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with certain, minor exceptions.

- **Annual Reports.** The education corporation has not posted the school’s annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **Health Program Facilities.** The school needs to ensure the refrigerator in the nurse’s office at the elementary location may be locked to limit access to medications.



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FISCAL PERFORMANCE



8. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Brilla College Preparatory Charter Schools is fiscally sound as is its school, Brilla. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Brilla and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁸ The SUNY Fiscal Dashboard for Brilla is included in Appendix D. The discussion that follows relates mainly to the Brilla College Preparatory Charter Schools education corporation because a school is not a legally distinct fiscal entity.

Under an academic and business services agreement with Seton as the charter management organization, two charter schools under the Brilla College Preparatory Charter Schools utilize efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding. The school pays a service fee of 12% for services provided under the agreement.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Brilla has employed budgetary objectives and budget preparation procedures throughout the charter term.

- On an annual basis, the school leadership and network finance staff coordinate the development of the annual and long-term budgets and present them to the board finance committee and the full board for approval.
- The projected five-year renewal budget reflects growing revenues and expenses associated with enrollment with grades growing to Kindergarten – 8th for the renewal charter term.
- A five year projected budget is maintained and updated on an annual basis.

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- Brilla is located in two sites, one for the elementary, and one for the middle school grades. Both facilities have been secured with a long term lease agreement with Seton, which oversees any required renovations and delivers a turn-key facility to the school at the start of the lease term.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Brilla College Preparatory Charter Schools and its school maintained fiscal policies, procedures, and practices with appropriate internal controls throughout the charter term.

- The Financial Policies and Procedures Manual is a guide for all internal controls and procedures. The manual is regularly updated and provides written policies addressing key issues including financial reporting, internal controls, cash disbursements and receipts, payroll, bank reconciliations, petty cash, credit cards, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments.
- The Institute received the Brilla audit report for June 30, 2017 by the due date of November 1, 2017 and the report had no findings of material deficiencies.

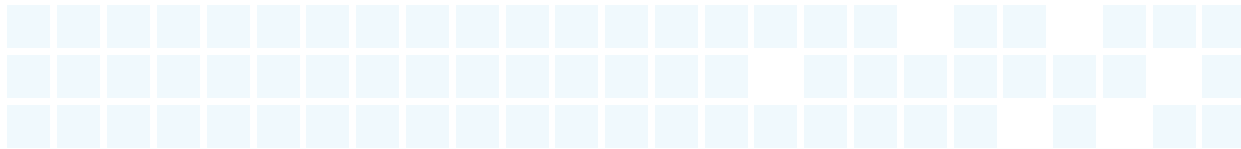
DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Brilla College Preparatory Charter Schools and its school have complied with financial reporting requirements throughout the charter term.

- Over the charter term, Brilla has provided the Institute, NYSED, and NYCDOE with required financial reports that are on time, complete, and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- Key reports have been filed timely and accurately including annual audits, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.

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DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Brilla College Preparatory Charter Schools has maintained the financial resources to ensure stable operations.

- Brilla opened in 2013 under the Board of Regents as charter authorizer and has generated operating surpluses from school operations and has accumulated net assets of \$3 million and maintains 4.4 months of cash on hand to pay bills coming due shortly as of the June 30, 2017 audited financial statements.
- Recently, Brilla College Preparatory Charter Schools was granted a new charter, Brilla Veritas, under SUNY as the authorizer and transferred the existing school under SUNY.
- Brilla has complied with the charter agreement requirement and maintains \$75,000 in the dissolution fund reserve for the established school, with the new school to add to the reserve over the first three years of operations as the charter agreement requires.



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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Brilla is an academic success supported by an effective and viable organization. Both the school and the education corporation are fiscally sound and present sound financial plans. As such, the plans for Brilla College Preparatory Charter Schools to operate and expand Brilla for a five year term are reasonable, feasible, and achievable.

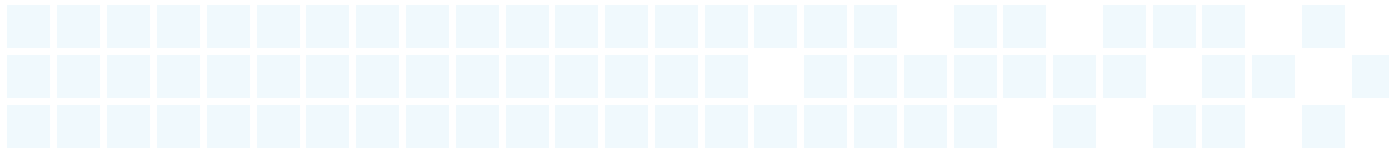
Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Brilla plans to continue to implement the same core elements of its educational program that enabled the school to post satisfactory performance against the SUNY Trustees' academic accountability standards in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. Over the next charter term Brilla will continue to grow to serve Kindergarten- 8th grade.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve Brilla in the future. The board may add new trustees in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Brilla College Preparatory Charter Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with Seton. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, when executed.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	518	756
Grade Span	K-5	K-8
Teaching Staff	44	63
Days of Instruction	188	188



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The school intends to continue to provide instruction in Kindergarten – 4th grade in the current leased facility and 5th – 8th grade will continue to grow to scale in a separate, currently leased facility.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to expand through the 8th grade and meet its proposed Accountability Plan goals.



Brilla

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APPENDICES

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APPENDIX A: School Overview

BOARD OF TRUSTEES BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS THAT HOLDS
AUTHORITY TO OPERATE BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

CHAIR

Eric J. Eckholdt

VICE CHAIR

Anthony J. deNicola

TREASURER

Maryann G. Hedaa

SECRETARY

Richard Ramirez

TRUSTEES

Brother Brian Carty

Stephanie Saroki ke Garcia

Scott W. Hamilton

Karina O'Conner

SCHOOL LEADERS

PRINCIPAL

Alexandra Apfel, Elementary Principal (2017-18 to Present)

Matthew Larsen, Middle School Principal (2017-18 to Present)

Kelsey Kopro (January 2015 to 2016-17)

Aaron Gillaspie (2013-14 to January 2015)

SCHOOL CHARACTERISTICS

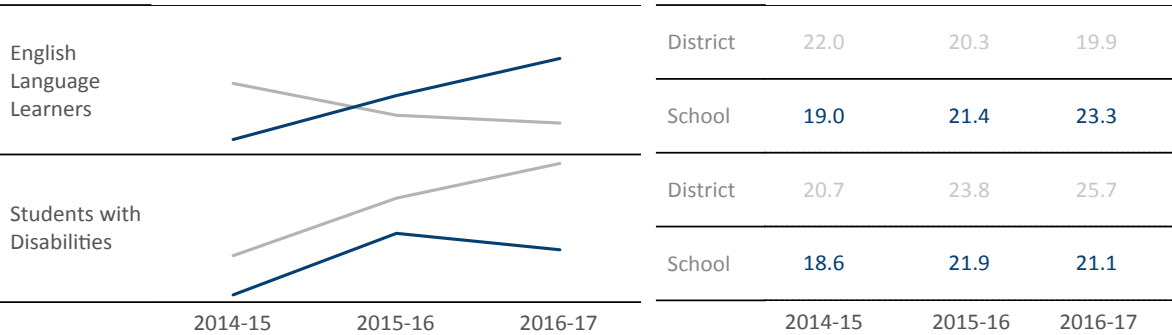
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	196	199	102%	K-1	K-1
2014-15	249	249	100%	K-2	K-2
2015-16	348	348	100%	K-3	K-3
2016-17	455	442	97%	K-4	K-4
2017-18	518	526	102%	K-5	K-5

APPENDIX A: School Overview

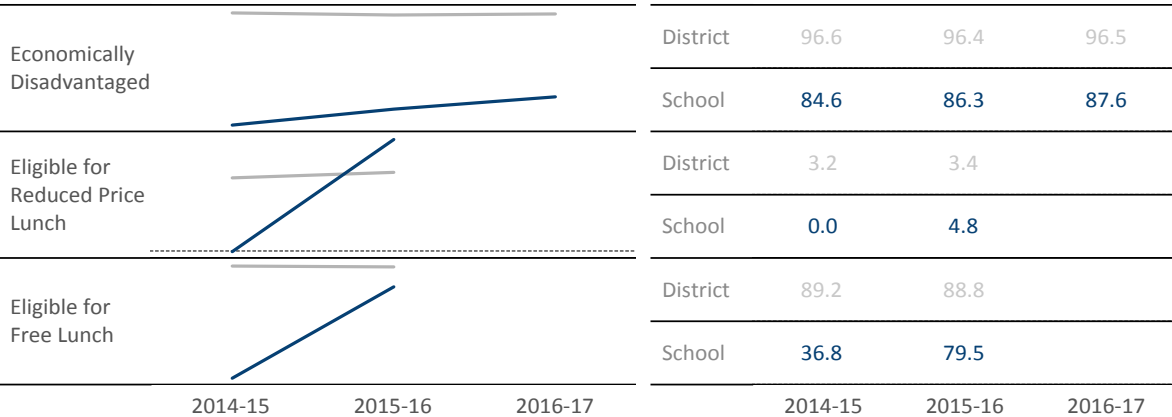
Brilla College Preparatory Charter School

Bronx CSD 7

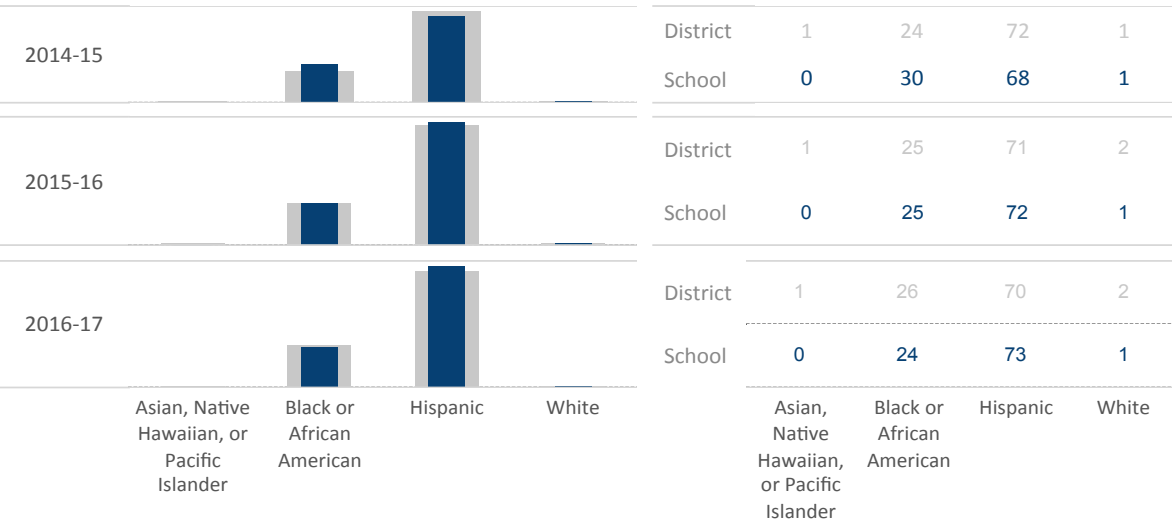
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



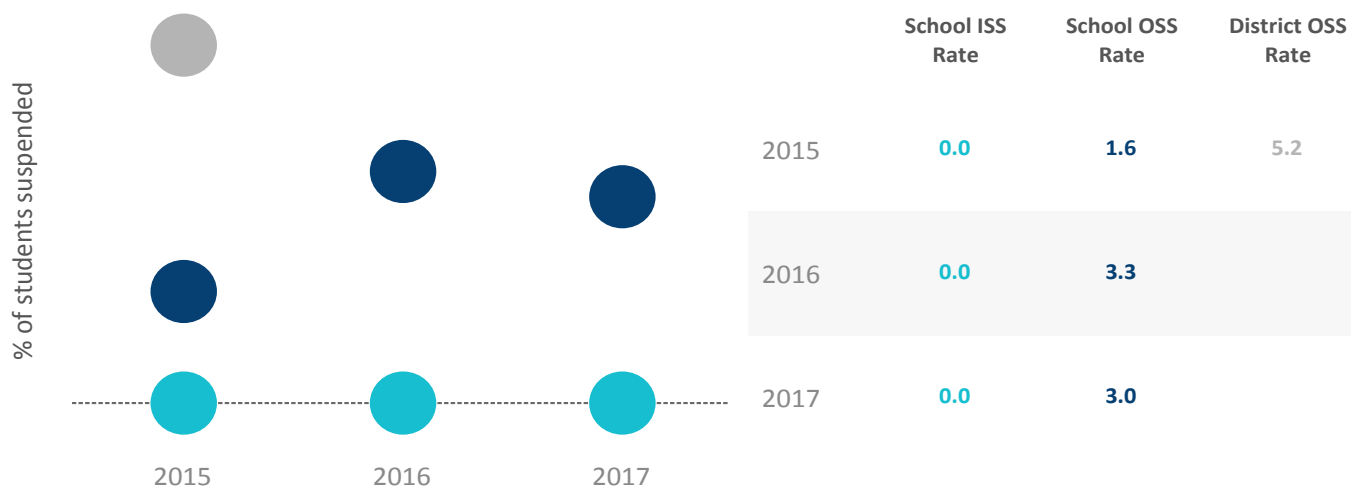
Student Demographics: Race/Ethnicity



APPENDIX A: School Overview

Brilla College Preparatory Charter School

Bronx District 7



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through high school grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in-school and out-of-school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year.

	2015	2016	2017
Expulsions	0	0	0

Brilla College Preparatory Charter School's Enrollment and Retention Status: 2016-17

			District Target	School
Enrollment	Economically disadvantaged		95.9	84.7
	English language learners		21.8	23.3
	Students with disabilities		22.0	22.0
Retention	Economically disadvantaged		92.9	96.1
	English language learners		93.9	98.7
	Students with disabilities		93.7	95.9

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	Initial Renewal	October 13, 2017

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 13, 2017	Hannah Colestock	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Kyra Lazzaro	Assistant Counsel for Legal Oversight
	Hillary Johnson, Ed.D	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Grow a grade each year;	+
Blended Learning;	+
Paideia;	+
Extended literacy block;	+
Core Knowledge;	+
Power to Lead; and,	+
Parent Involvement	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Brilla College Prep Charter School

	2014-15 Grades Served: K-2				2015-16 Grades Served: K-3				2016-17 Grades Served: K-4			
	All		2+ Years		All		2+ Years		All		2+ Years	
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	()	3	38.4 (73)	37.5 (64)	()	3	62.4 (85)	63.4 (82)	()
	4	()	()	()	4	()	()	()	4	39.0 (77)	41.7 (72)	()
	5	()	()	()	5	()	()	()	5	()	()	()
	6	()	()	()	6	()	()	()	6	()	()	()
	7	()	()	()	7	()	()	()	7	()	()	()
	8	()	()	()	8	()	()	()	8	()	()	()
	All	()	()	()	All	38.4 (73)	37.5 (64)	()	All	51.2 (162)	53.2 (154)	()
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO	
					3	111	104		3-4	136	111	
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. 4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Comparison:				Comparison: Bronx District 7				Comparison: Bronx District 7			
	Grades	School	District		Grades	School	District		Grades	School	District	
					3	37.5	26.0		3-4	53.2	26.5	
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
					73.3	38.4	35.5	0.16	86.3	51.2	29.3	1.24
	Grades	School	State		Grades	School	State		Grades	School	State	
	4				4				4	54.9		
	5				5				5	0.0		
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	6				6				6	0.0		
	7				7				7	0.0		
	8				8				8	0.0		
	All				All				All	54.9	50.0	

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics
Brilla College Prep Charter School

	2014-15 Grades Served: K-2				2015-16 Grades Served: K-3				2016-17 Grades Served: K-4			
	All		2+ Years		All		2+ Years		All		2+ Years	
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	()	3	52.7 (74)	53.8 (65)		3	75.0 (84)	75.3 (81)	
	4	()	()	()	4	(0)	(0)		4	47.4 (76)	49.3 (71)	
	5	()	()	()	5	(0)	(0)		5	(0)	(0)	
	6	()	()	()	6	(0)	(0)		6	(0)	(0)	
	7	()	()	()	7	(0)	(0)		7	(0)	(0)	
	8	()	()	()	8	(0)	(0)		8	(0)	(0)	
	All	()	()	()	All	52.7 (74)	53.8 (65)	NO	All	61.9 (160)	63.2 (152)	NO
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO	
					3	139	101	YES	3-4	152	109	YES
	Comparison:				Comparison: Bronx District 7				Comparison: Bronx District 7			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District	
					3	53.8	23.6	YES	3-4	63.2	25.4	YES
	% ED Actual Predicted				% ED Actual Predicted				% ED Actual Predicted			
	Effect Size				Effect Size				Effect Size			
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State	
	4				4				4	47.9		
	5				5				5	0.0		
	6				6				6	0.0		
	7				7				7	0.0		
	8				8				8	0.0		
	All				All				All	47.9	50.0	NO

APPENDIX C: District Comments

NO COMMENTS RECEIVED

APPENDIX D: Fiscal Dashboard

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Transfer to SUNY 2017-18

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

2011-12	2012-13	2013-14	2014-15	2015-16
-	-	281,181	125,639	898,115
-	-	225,581	275,788	213,530
-	-	-	-	-
-	-	113,715	17,431	168,588
-	-	-	-	-
-	-	620,477	418,858	1,280,233
-	-	681,956	1,737,737	1,347,784
-	-	38,762	85,284	107,075
-	-	1,341,195	2,241,879	2,735,092

-	-	86,522	220,095	117,138
-	-	107,581	179,739	234,102
-	-	16,158	14,347	23,352
-	-	-	69,837	71,755
-	-	-	-	-
-	-	305,000	45,000	220,000
-	-	515,261	529,018	666,347
-	-	-	843,362	593,718
-	-	515,261	1,372,380	1,260,065

-	-	775,934	819,499	1,475,027
-	-	50,000	50,000	-
-	-	825,934	869,499	1,475,027
-	-	1,341,195	2,241,879	2,735,092

-	-	2,956,231	3,713,526	5,589,060
-	-	-	-	-

-	-	234,946	326,742	483,617
-	-	679,986	280,008	247,302
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	3,871,163	4,320,276	6,319,979

-	-	2,042,062	2,746,653	3,769,285
-	-	752,032	787,732	845,299
-	-	-	-	-
-	-	-	-	-
-	-	2,794,094	3,534,385	4,614,584
-	-	910,458	869,988	1,113,012
-	-	5,658	-	-
-	-	3,710,210	4,404,373	5,727,596
-	-	160,953	(84,097)	592,383

-	-	367,837	119,322	5,410
-	-	-	-	2,501
-	-	297,144	8,340	5,234
-	-	-	-	-
-	-	664,981	127,662	13,145

-	-	4,536,144	4,447,938	6,383,124
-	-	-	-	(50,000)
-	-	4,536,144	4,447,938	6,333,124

-	-	825,934	43,565	605,528
-	-	-	825,934	869,499
-	-	-	-	-
-	-	825,934	869,499	1,475,027

APPENDIX D: Fiscal Dashboard

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	425,334	564,659	658,525
Instructional Personnel	-	-	883,227	1,519,464	2,131,521
Non-Instructional Personnel	-	-	246,638	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,555,199	2,084,123	2,790,046
Fringe Benefits & Payroll Taxes	-	-	260,104	332,890	477,220
Retirement	-	-	-	3,525	68,562
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	880,000	880,000	880,000
Staff Development	-	-	62,094	34,527	41,789
Professional Fees, Consultant & Purchased Services	-	-	336,593	392,359	354,142
Marketing / Recruitment	-	-	29,004	21,393	24,083
Student Supplies, Materials & Services	-	-	215,061	166,260	216,338
Depreciation	-	-	102,904	247,633	534,499
Other	-	-	269,251	241,663	340,917
Total Expenses	-	-	3,710,210	4,404,373	5,727,596

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	196	249	374
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	200	247	351
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	19,356	17,491	18,006
Other Revenue and Support	-	-	3,325	517	37
TOTAL - GRAPH 3	-	-	22,681	18,008	18,043

Expenses

Program Services	-	-	13,970	14,309	13,147
Management and General, Fundraising	-	-	4,581	3,522	3,171
TOTAL - GRAPH 3	-	-	18,551	17,831	16,318
% of Program Services	0.0%	0.0%	75.3%	80.2%	80.6%
% of Management and Other	0.0%	0.0%	24.7%	19.8%	19.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	22.3%	1.0%	10.6%

Student to Faculty Ratio

-	-	12.5	10.3	13.0
---	---	------	------	------

Faculty to Admin Ratio

-	-	2.0	3.0	3.0
---	---	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	2.0	1.3	2.4
N/A	N/A	Fiscally Strong	Fiscally Adequate	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	105,216	(110,160)	613,886
0.0%	0.0%	2.3%	-2.5%	9.6%
0.0	0.0	1.2	0.8	1.9
N/A	N/A	HIGH	HIGH	MEDIUM
N/A	N/A	Poor	Poor	Good

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	1.0	0.8	1.7
N/A	N/A	MEDIUM	HIGH	MEDIUM
N/A	N/A	Good	Poor	Good

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.4	0.6	0.5
N/A	N/A	LOW	MEDIUM	MEDIUM
N/A	N/A	Excellent	Good	Good

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

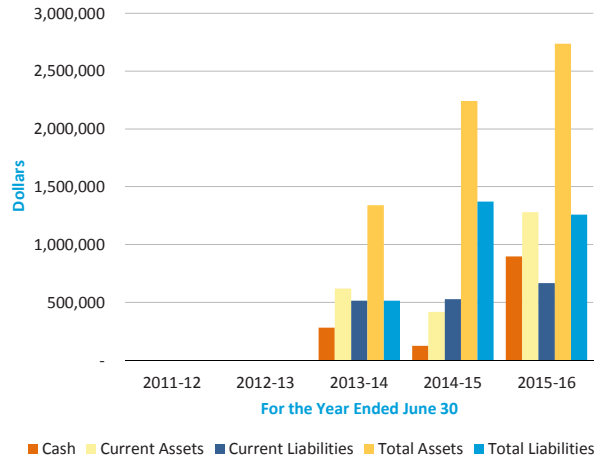
0.0	0.0	0.9	0.3	1.9
N/A	N/A	HIGH	HIGH	MEDIUM
N/A	N/A	Poor	Poor	Good

APPENDIX D: Fiscal Dashboard

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

GRAPH 1

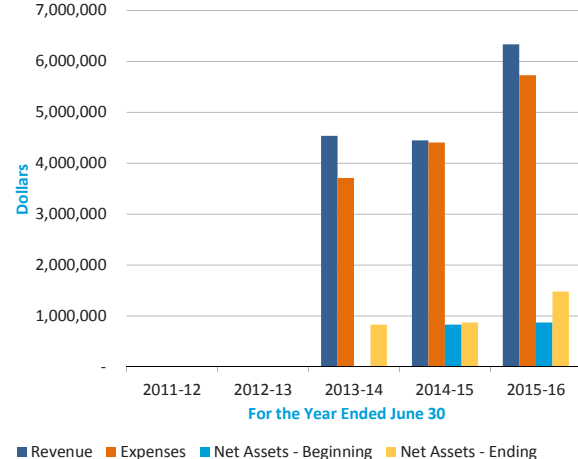
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

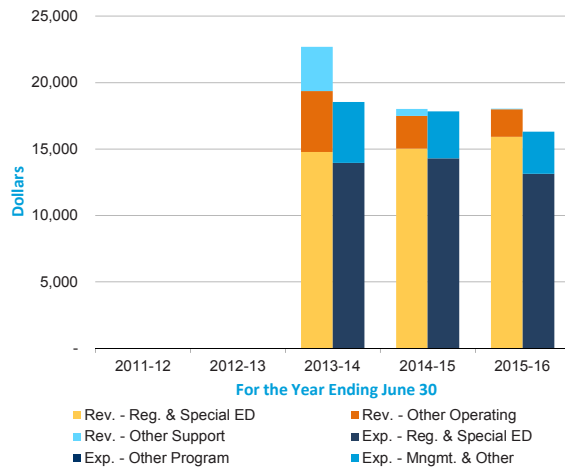
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH 3

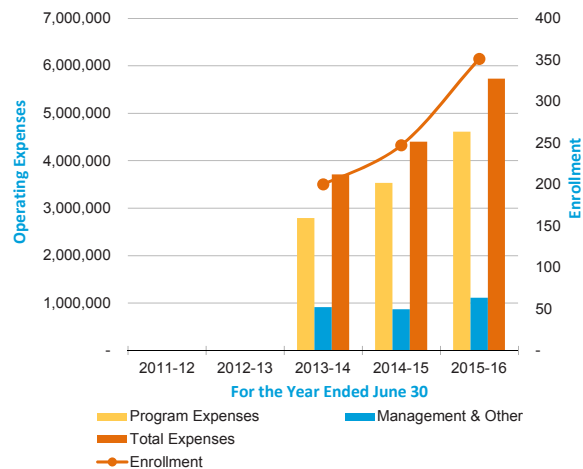
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

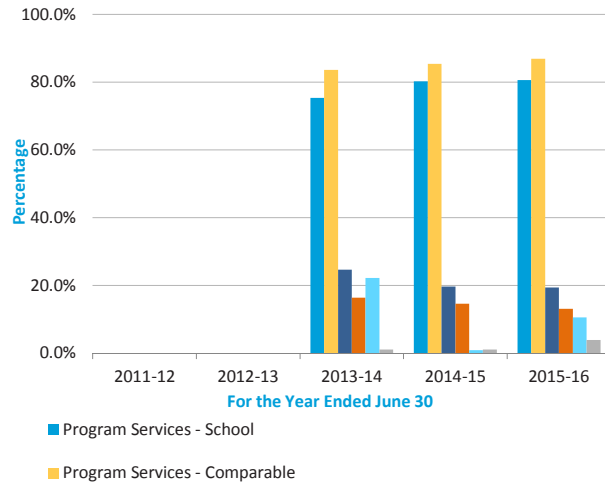
BRILLA COLLEGE PREPARATORY CHARTER SCHOOL

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5

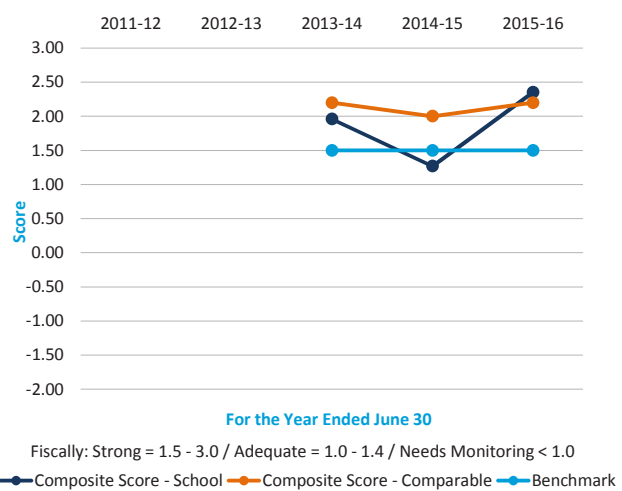
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

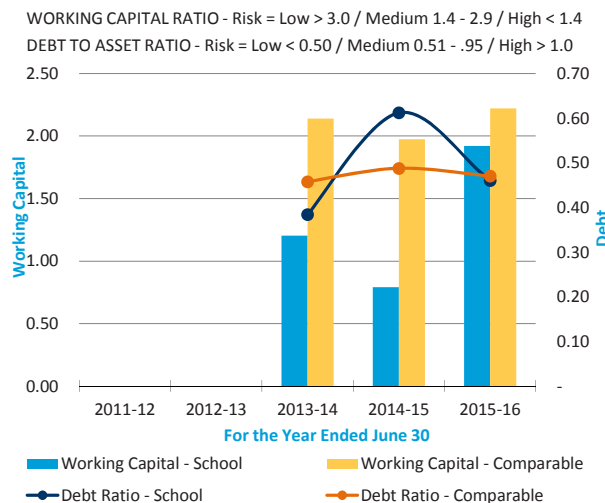
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

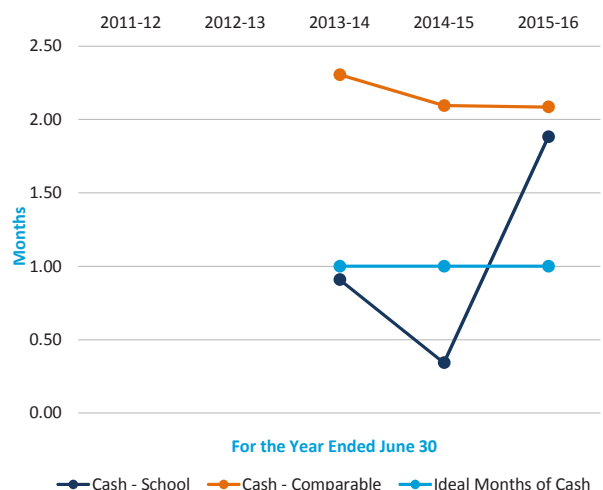
Working Capital & Debt to Asset Ratios



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

