

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

Brilliant Microschools

April 22, 2026

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Introduction

- **Provide a brief background of the school and a concise description of programs offered.**
- **Summarize the involvement and collaboration of stakeholders/education partners in the self-study process.**

Brilliant Microschools (BMS) is a private online microschool program based in Brandon, Florida serving approximately 1,500 students nationwide through synchronous virtual instruction and personalized learning structures. Originally founded in 2021 as a supplemental homeschool support program, the school transitioned into a registered private school in 2022 operating under Florida Department of Education statutes. The school utilizes a distributed “House” model designed to create smaller learning communities and personalized support structures for students in a virtual environment.

The school’s educational philosophy emphasizes student agency, mastery-based learning, social-emotional development, and personalized instruction. Through the implementation of the Brilliant Learning System (BLS), the school has developed standardized instructional routines, mastery checks, instructional coaching systems, and data-informed intervention structures intended to create consistency across its growing virtual learning environment.

The Visiting Committee observed evidence of strong relational practices and intentional efforts to create student belonging within the online environment. Students and teachers consistently referenced the value of small class sizes, individualized support, and strong student-teacher relationships. During interviews, students reported that “teachers meet you where you are at,” while teachers emphasized the importance of relationship-building and student engagement routines in supporting student success.

The self-study process involved leadership, instructional staff, and educational partners through collaborative meetings, surveys, data analysis discussions, and reflection protocols aligned to WASC criteria. Leadership teams, assistant principals, faculty members, and support staff participated in reviewing student achievement data, instructional systems, and schoolwide improvement priorities. Stakeholder feedback from students and families also informed the self-study findings and schoolwide action planning.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found evidence that most educational partners participated in the self-study process through collaborative data discussions, leadership meetings, faculty reflections, and stakeholder feedback opportunities. Leadership structures such as House meetings, Growth Circles, and distributed leadership systems contributed to ongoing discussion regarding instructional effectiveness and student support systems.

Faculty interviews confirmed that teachers regularly engage in collaborative discussions regarding student progress, intervention supports, and instructional strategies. Teachers described strong communication systems between assistant principals, deans, and instructional staff, including recurring meetings focused on students not meeting expectations academically or behaviorally.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last self-study visit and their impact on student learning.**
- **Briefly describe the action plan implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan that incorporated all schoolwide growth areas from the last self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan.**

Brilliant Microschools has experienced significant organizational growth and structural development since its establishment as a supplemental homeschool support program in 2021. One of the most significant developments has been the implementation of the Brilliant Learning System (BLS), which standardized instructional practices, teacher evaluation systems, mastery-based learning expectations, and instructional routines across the school's virtual learning environments. Leadership reported that the development of BLS was intended to reduce inconsistency across Houses and create greater alignment between instruction, assessment, and student support systems.

A second major development involved the adoption of NWEA MAP Growth and IXL analytics systems to strengthen the school's use of student achievement data. Leadership identified that the implementation of these systems revealed significant foundational skill gaps in mathematics and literacy, particularly in Grades 4–5, referred to throughout the self-study as the "Elementary Cliff." In response, the school initiated curriculum revisions, intervention planning, and professional development focused on foundational literacy and mathematics instruction.

The school has also expanded student engagement opportunities and social-emotional supports through clubs, student leadership opportunities, advisory systems, and increased staffing focused

on student engagement and attendance support. Teachers and students consistently referenced the positive impact of small learning communities and relationship-centered structures within the House model.

The Visiting Committee found evidence that the school regularly monitors progress toward improvement goals through quarterly “pulse check” reviews utilizing MAP data, IXL analytics, attendance data, and instructional observations. Leadership described how professional development priorities are adjusted in response to identified student needs and instructional trends. Faculty interviews confirmed that assistant principals conduct follow-up observations and coaching conversations tied to professional development implementation.

While the school demonstrates strong responsiveness and agility in addressing identified concerns, many intervention systems remain in early stages of implementation. The Visiting Committee noted that several initiatives, including foundational curriculum revisions, attendance interventions for middle school students, and postsecondary readiness partnerships, are still developing and have not yet produced longitudinal evidence demonstrating sustained impact on student achievement outcomes.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found evidence that the school has established ongoing systems for monitoring progress toward schoolwide improvement priorities through regular data reviews, leadership collaboration, and instructional monitoring processes. Leadership demonstrated a clear connection between identified student needs and the allocation of professional development, intervention supports, and instructional resources.

Faculty interviews confirmed that professional development follow-up and implementation monitoring occur through assistant principal observations and collaborative discussions regarding instructional practice. Leadership also demonstrated responsiveness in adjusting programming and intervention supports based on emerging student data trends, particularly related to foundational literacy and mathematics performance.

The Visiting Committee noted, however, that many initiatives remain relatively new and evidence of long-term impact on student learning outcomes is still limited. Continued development of longitudinal monitoring systems and deeper analysis of intervention effectiveness may strengthen the school’s continuous improvement processes moving forward.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes and 2-3 identified major student learner needs.

Brilliant Microschools serves approximately 1,500 students nationwide through synchronous virtual instruction and personalized learning structures. The school serves students across multiple grade levels through a distributed “House” model designed to create smaller learning communities and increase personalized support within the virtual environment.

The student population reflects a diverse demographic composition including approximately 56% Caucasian, 16% African American, 10% Hispanic, 5% Asian, and 2% Native American students, with an additional percentage of students choosing not to disclose ethnicity. The school’s instructional program is grounded in mastery-based learning, personalized instruction, and social-emotional development. Major school programs include the Brilliant Learning System (BLS), Multi-Tiered Systems of Support (MTSS), standards-aligned core instruction, enrichment opportunities through “Brilow Quests,” social-emotional learning courses, and expanded student engagement opportunities including clubs, student leadership organizations, and virtual community-building activities.

The school’s vision and educational philosophy emphasize student agency, critical thinking, collaboration, communication, and the development of lifelong learners prepared for college, career, and responsible citizenship. Through its mastery-based instructional approach, the school seeks to provide personalized learning experiences that support both academic achievement and student well-being. Schoolwide learner outcomes focus on the development of critical thinking, effective communication, collaboration, self-direction, and responsible decision-making.

Analysis of schoolwide data identified several significant student learner needs. First, student performance data revealed substantial foundational mathematics gaps in Grades 4–5, identified by the school as the “Elementary Cliff,” where over 70% of students were projected at the lowest proficiency level in mathematics. Second, early literacy data indicated significant reading readiness gaps among younger students, particularly in Grade 2, leading to the implementation of Science of Reading instructional practices. Third, attendance and engagement data identified increased chronic absenteeism and disengagement among middle school students in Grades 7–8, prompting the development of targeted engagement and intervention supports.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools regularly analyzes academic, attendance, and engagement data to identify student learning needs and inform schoolwide improvement efforts. The school demonstrated awareness of significant performance gaps, including the “Elementary Cliff” in mathematics and early literacy deficits, and has begun implementing

targeted interventions in response. For example, the introduction of the Science of Reading approach in K–2 reflects a proactive effort to address identified literacy gaps through research-based instructional practices. Leadership and faculty described ongoing collaboration around data review, intervention planning, and progress monitoring to support continuous improvement. While many initiatives are still in the early stages of implementation, the school’s practices suggest strong efforts to improve outcomes for all students.

Chapter 3: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school’s effectiveness in addressing *each of the criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths, and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC FOL Accreditation Status Determination Worksheet*).

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, SCHOOL CONTINUOUS IMPROVEMENT PROCESS, AND RESOURCES

A1: Vision and Purpose

To what extent has the school established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus and a belief that all students can achieve?

To what extent is the school’s purpose further defined by schoolwide student goals and academic standards, supported by the governing board and the school goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide Learner Goals: The school has established a clear, coherent vision and purpose and schoolwide learner goals based upon high-quality standards, congruent with research and school practices, and aligned with school goals for students.

A1.2 All Students: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals.

Visiting Committee Comments

Brilliant Microschools (BMS) has established a clear vision and purpose centered on personalized learning, student agency, mastery-based instruction, and the belief that all students can achieve when provided with meaningful support and engaging learning experiences. The schoolwide learner goals emphasize critical thinking, collaboration, communication,

self-direction, and responsible decision-making, and these outcomes are reflected throughout the school’s instructional model and personalized learning structures. The Visiting Committee found alignment between the school’s stated vision, the Brilliant Learning System (BLS), and instructional practices designed to support student engagement and ownership of learning.

The school’s vision reflects current educational research and practices related to mastery learning, Universal Design for Learning (UDL), social-emotional learning, and differentiated instruction. The Visiting Committee observed evidence of these practices through classroom observations, faculty interviews, and student discussions emphasizing student voice, personalized pacing, and relationship-centered learning environments. Teachers described instructional practices that encourage student choice, performance-based learning, and individualized supports for students with varying academic needs.

The Visiting Committee found evidence that leadership, faculty, students, and families contribute to the ongoing refinement of school goals and improvement priorities through surveys, leadership meetings, Growth Circles, and stakeholder feedback structures. Leadership described regular review processes connected to student achievement data and continuous improvement planning. Communication systems including newsletters, family forums, House meetings, and regular staff collaboration structures support ongoing understanding of the school’s vision and learner goals among educational partners.

Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner goals and academic standards.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools has established a clear and student-centered vision aligned with research-based practices including mastery learning, personalized instruction, and social-emotional learning. The schoolwide learner goals are reflected in instructional practices that emphasize student agency, collaboration, and critical thinking. Evidence from stakeholder interviews and classroom observations demonstrated alignment between the school’s vision, instructional model, and continuous improvement efforts. Leadership and staff also described collaborative processes for reviewing school goals and communicating the vision through House structures, family forums, and ongoing staff collaboration. While communication and implementation systems continue to develop as the school grows, the school’s practices align with the rubric indicators for Effective.

A2: Governance

To what extent is school’s purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Visiting Committee Comments

Brilliant Microschools demonstrates a governance structure that is aligned with the school's mission of personalized, mastery-based learning and student well-being. The Visiting Committee found evidence that leadership and governance structures support data-informed decision-making focused on student achievement, engagement, and continuous improvement. School leadership described the use of regular leadership meetings, quarterly data reviews, and continuous improvement planning processes to guide decisions related to instructional priorities, intervention systems, and resource allocation.

The school's distributed leadership model, including principals, assistant principals, deans, and instructional leaders, supports ongoing monitoring of student progress and instructional implementation across the House structure. Leadership interviews confirmed that data related to student achievement, attendance, and engagement informs decision-making and schoolwide improvement priorities, including the school's response to foundational literacy and mathematics gaps.

The Visiting Committee also found evidence that governance structures support the development of programs intended to strengthen student well-being and college and career readiness, including expanded electives, student leadership opportunities, and emerging postsecondary partnerships. However, some initiatives related to college and career readiness and external partnerships remain in early stages of implementation.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools has established a highly effective governance and distributed leadership structure that strongly supports student achievement, student well-being, and continuous school improvement. Leadership demonstrated highly collaborative and data-driven cycles of inquiry through regular leadership meetings, House-based review structures, and ongoing analysis of student performance metrics, attendance trends, engagement data, and behavioral indicators. The school's layered administrative support system allows assistant principals, deans, and instructional leaders to work closely with their respective Houses to monitor student progress, support instructional implementation, and respond proactively to student needs.

The Visiting Committee found clear alignment between governance decisions, schoolwide priorities, and resource allocation. Leadership demonstrated responsiveness in implementing

targeted instructional supports and intervention systems based on identified student learning needs. The strong communication and collaboration structures between leadership teams and instructional staff contribute to consistent monitoring, shared accountability, and ongoing refinement of schoolwide improvement efforts. These practices align with the rubric indicators for highly effective.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions, and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability for implementing practices and programs, and providing services based on the school's purpose, student needs, and the schoolwide action plan goals aligned with the school goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, and staff a) assess data to determine student needs, b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan Correlated to Student Learning: The schoolwide action plan is directly correlated to and driven by the analysis of student achievement and other data and aligned with school goals.

Visiting Committee Comments

Brilliant Microschools demonstrates a highly collaborative and data-driven leadership structure focused on improving student learning, engagement, and well-being. The Visiting Committee found strong evidence that leadership teams regularly analyze student achievement data, attendance trends, engagement indicators, and instructional practices to guide decision-making and continuous improvement efforts. Through the school's House structure, assistant principals and instructional leaders work closely with teachers to monitor student progress, support instructional implementation, and identify intervention needs.

Leadership demonstrated strong cycles of inquiry through recurring "pulse check" reviews, collaborative leadership meetings, and ongoing instructional monitoring processes tied to the Brilliant Learning System (BLS). Faculty interviews confirmed that assistant principals conduct regular follow-up observations, coaching conversations, and collaborative discussions regarding instructional practices and student outcomes. Teachers also described strong communication systems and consistent support from leadership teams in addressing student academic and social-emotional needs.

The Visiting Committee found clear alignment between schoolwide action planning, professional development, and identified student needs. Leadership demonstrated responsiveness in implementing targeted instructional supports, including literacy interventions, curriculum audits, and attendance initiatives in response to identified student performance trends. The school's distributed leadership structure promotes shared accountability and ongoing refinement of

instructional and intervention practices across the organization.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools demonstrates a highly effective leadership structure grounded in collaboration, shared accountability, and continuous improvement. Leadership teams regularly engage in data-driven cycles of inquiry focused on student achievement, attendance, engagement, and instructional effectiveness. The school’s layered administrative and House structures provide strong instructional support, consistent monitoring, and responsive intervention planning aligned to student needs. Faculty interviews confirmed strong communication, ongoing coaching support, and collaborative leadership practices across the organization. These practices align with the rubric indicators for highly effective.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

Brilliant Microschools demonstrates a strong commitment to supporting instructional staff through ongoing professional development, instructional coaching, and collaborative support systems aligned to student learning needs. The Visiting Committee found evidence that professional learning is closely connected to student achievement data, instructional priorities, and the implementation of the Brilliant Learning System (BLS). Leadership described how professional development topics are informed through recurring “pulse check” reviews of student performance data, attendance trends, instructional observations, and intervention needs.

Faculty interviews confirmed that teachers receive regular instructional feedback and coaching through assistant principal observations, follow-up discussions, and collaborative instructional meetings. Teachers described strong administrative support, collaborative professional learning

structures, and opportunities to refine instructional practices connected to student engagement, differentiation, and intervention strategies. Staff also referenced the value of ongoing collaboration and support within the House structure, including discussions regarding students who are struggling academically or behaviorally, as well as examples of how they work with assistant principals and create workshops for their colleagues.

The Visiting Committee found evidence that leadership has responded proactively to identified student learning needs through targeted professional development initiatives, including training related to Science of Reading practices, differentiation strategies, and instructional technology integration. Leadership also described efforts to strengthen instructional consistency across Houses through coaching systems, instructional toolkits, and aligned evaluation practices.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools has established highly effective systems for professional learning, instructional coaching, and staff support aligned to student learning needs and schoolwide improvement goals. Leadership demonstrated ongoing use of student achievement and instructional data to guide professional development priorities and instructional support systems. Faculty interviews confirmed strong coaching structures, collaborative professional learning opportunities, and responsive leadership support across the organization.

A5: School Continuous Improvement Process

To what extent does school leadership facilitate continuous and innovative school improvement to guide the work of the school through: (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1 Schoolwide Action Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the major student learner needs, the schoolwide learner goals, and academic standards.

A5.2 Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment/involvement of the stakeholders, including the staff, students, and parents.

A5.3 Systems Alignment: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

A5.4 Correlation between All Resources, Schoolwide Learner Goals, and Plan: There is correlation between allocation of times/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

Visiting Committee Comments

Brilliant Microschools has established a strong continuous improvement process grounded in ongoing data analysis, collaborative leadership structures, and responsiveness to identified student learning needs. The Visiting Committee found evidence that the school utilizes regular "pulse check" review cycles, leadership meetings, and House-based collaboration structures to

monitor student achievement, attendance, engagement, and instructional effectiveness. These review processes are used to guide schoolwide action planning, professional development priorities, and intervention supports.

Leadership demonstrated clear alignment between the Continuous Improvement Plan (CIP), schoolwide goals, instructional priorities, and resource allocation decisions. The Visiting Committee found evidence that identified student learning needs, including foundational literacy gaps, mathematics intervention needs, and middle school engagement concerns, directly informed instructional adjustments, targeted interventions, and professional learning initiatives. Faculty interviews confirmed that teachers and instructional leaders regularly participate in collaborative discussions focused on student progress, intervention planning, and instructional refinement.

The Visiting Committee also found evidence that the school's distributed leadership structure supports shared ownership of continuous improvement efforts across the organization. Assistant principals, deans, and instructional leaders work closely with teachers through coaching conversations, data reviews, and instructional monitoring processes designed to support implementation of schoolwide priorities and instructional consistency across Houses.

School Continuous Improvement Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools demonstrates a highly effective continuous improvement process grounded in collaborative leadership, regular data analysis, and responsive action planning aligned to student learning needs. Leadership and faculty engage in ongoing cycles of inquiry focused on student achievement, attendance, engagement, and instructional effectiveness. The school also demonstrated strong alignment between schoolwide goals, professional development, intervention systems, and resource allocation decisions.

A6: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner goals, academic standards, and college and career readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan.

A6.2 Practices and Procedures: Transparent school procedures are in place to develop an annual budget, conduct audits, and follow quality accounting practices.

A6.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, and instructional technology, manipulatives, and laboratory materials are effective.

A6.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Visiting Committee Comments

Brilliant Microschools effectively allocates human, instructional, and technological resources to support student learning, student well-being, and schoolwide improvement priorities. The Visiting Committee found strong alignment between resource allocation decisions and identified student needs, particularly in response to foundational literacy and mathematics performance gaps. Leadership described strategic investments in instructional data systems, intervention supports, and staffing structures designed to strengthen instructional consistency, student support, and engagement across the virtual learning environment.

The school's distributed House structure and layered administrative support system provide teachers and students with ongoing instructional, behavioral, and social-emotional support. Faculty interviews confirmed that teachers benefit from strong administrative responsiveness, collaborative support systems, and access to instructional technology tools that support differentiation and personalized learning. Teachers also described the value of small class sizes and strong communication systems that allow staff to better understand and respond to student needs.

The Visiting Committee found evidence that instructional resources, including the Brillow platform, IXL, MAP Growth, and the Toddle learning management system, are intentionally aligned to the school's mastery-based instructional model and continuous improvement efforts. Leadership also demonstrated responsiveness in reallocating resources and staffing supports to address emerging student learning and engagement needs.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools effectively and strategically allocates resources to support student learning, instructional improvement, and student well-being. Leadership demonstrated strong alignment between identified student needs, staffing structures, instructional technology investments, and intervention supports. Faculty interviews confirmed that teachers receive strong administrative and instructional support and have access to resources that support personalized learning and student engagement.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, SCHOOL CONTINUOUS IMPROVEMENT PROCESSES, AND RESOURCES

Areas of Strength

- The school has established a highly collaborative distributed leadership model through its House structure, layered administrative support systems, and ongoing cycles of inquiry. Leadership teams regularly analyze student achievement, attendance, engagement, and instructional data to guide decision-making, intervention planning, and continuous improvement efforts.
- The school's vision, schoolwide learner outcomes, and mastery-based instructional model are consistently reflected in instructional practices, professional development, intervention systems, and schoolwide improvement planning. Leadership demonstrates

strong alignment between identified student needs, school goals, and resource allocation decisions.

- The school's small learning communities, relationship-centered instructional approach, and layered student support systems contribute to a positive learning environment focused on student engagement, well-being, and individualized support for diverse learners.
- Leadership and faculty consistently utilize student achievement data, attendance trends, instructional observations, and engagement indicators to inform instructional adjustments, professional development priorities, intervention systems, and schoolwide action planning.
- Teachers receive ongoing instructional coaching, collaborative support, and professional learning opportunities aligned to student learning needs and schoolwide priorities. Professional development is responsive to emerging student performance trends and supports instructional consistency across the organization.
- The school effectively aligns staffing, instructional technology, intervention supports, and instructional resources to identified student needs, including targeted investments in literacy intervention, instructional data systems, and personalized learning platforms.

Areas of Growth

- While the school demonstrates strong responsiveness to student data and emerging needs, many intervention systems and instructional initiatives are still in the early stages of implementation. Continued development of longitudinal measures to evaluate the sustained impact of interventions on student achievement outcomes will strengthen continuous improvement efforts.
- As the school continues to grow, continued attention to calibration of instructional expectations, coaching practices, and evaluation systems across Houses will help ensure consistent implementation of the Brilliant Learning System and equitable student learning experiences across the organization.
- Although the school has begun developing postsecondary partnerships and real-world learning opportunities, several initiatives remain in development. Expanding internships, mentorships, and college/career readiness pathways may further strengthen student engagement and postsecondary preparation.

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals, academic standards, and the college and career readiness indicators in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide student goals, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

Brilliant Microschools provides a standards-based curriculum grounded in mastery learning, personalized instruction, and student agency. The Visiting Committee found evidence that the curriculum is designed to support the schoolwide learner outcomes through instructional practices emphasizing critical thinking, collaboration, communication, and self-directed learning. The school's instructional framework incorporates mastery checks, performance-based learning tasks, differentiated learning pathways, and student choice opportunities aligned to the school's mastery-based instructional philosophy.

The Visiting Committee found evidence that the curriculum reflects current educational research and practices, including Universal Design for Learning (UDL), mastery learning, and structured literacy approaches. In response to identified student performance gaps, the school has implemented instructional shifts including the adoption of Science of Reading practices in K–2 and curriculum review processes designed to strengthen foundational mathematics instruction. Leadership and faculty described ongoing curriculum refinement efforts aligned to student performance data and identified learner needs.

Classroom observations and faculty interviews demonstrated strong instructional pedagogy and consistent implementation of student-centered instructional practices across multiple classes. The Visiting Committee observed teachers utilizing “active choice” instructional strategies in which students selected from multiple standards-aligned learning activities or instructional applications to demonstrate understanding of concepts and skills. Teachers frequently provided students with two to three learning platform options connected to the lesson objective while maintaining the ability to monitor student progress and engagement in real time. In several observed classes, teachers utilized screen-sharing strategies that allowed students to explain their thinking and

problem-solving processes to peers during live instruction. These practices reflected strong alignment between the school's instructional philosophy, administrative expectations, and classroom implementation by faculty.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found that Brilliant Microschools provides a standards-based curriculum aligned to the school's vision, learner outcomes, and research-based instructional practices. Leadership and faculty demonstrated responsiveness in refining curriculum and instructional practices based on student performance data, including the implementation of Science of Reading practices and ongoing curriculum review efforts. Classroom observations confirmed strong student-centered instructional practices that promoted student agency, differentiated learning opportunities, and active engagement aligned to content standards. The continued effort to develop/refine curriculum combined with current instructional alignment efforts will strengthen the school's overall program.

B2: Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students?

To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and be prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1 Variety of Programs and Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the needs of all the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff feel valued within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Visiting Committee Comments

Brilliant Microschools demonstrates a strong commitment to providing students with access to personalized learning opportunities, differentiated instructional supports, and multiple pathways for demonstrating mastery of academic standards. The Visiting Committee found evidence that the school's instructional model is designed to support a wide range of student learning needs through the use of mastery-based instruction, differentiated learning pathways, intervention supports, and student choice structures embedded within classroom instruction.

Leadership and faculty described the use of data-informed instructional supports, including MTSS processes, IXL study pathways, and differentiated instructional tools designed to address varying levels of student readiness and performance. In classroom observations, the Visiting Committee observed students accessing multiple standards-aligned learning activities and

instructional applications that allowed for individualized pacing and differentiated pathways toward mastery. Teachers demonstrated the ability to monitor student progress in real time and provide targeted support based on student performance and engagement needs.

The Visiting Committee also observed strong social-emotional support practices embedded within classroom instruction and the school's MTSS approach. In several recorded classroom sessions, teachers began class with student wellness check-ins that created intentional space for students to share personal concerns or challenges impacting their learning and well-being. Students were observed supporting one another during these discussions, contributing to a strong sense of classroom community and emotional safety within the virtual environment. These practices reflected the school's commitment to relationship-centered learning and holistic student support.

The school also provides advanced learning opportunities for students through enrichment pathways, advanced coursework options, and "Brilow Quests" designed to extend rigor and challenge for accelerated learners. Faculty interviews confirmed that teachers work to provide flexible supports and learning opportunities for both struggling and advanced students within the virtual learning environment.

Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools provides students with access to differentiated instructional supports, personalized learning pathways, and multiple opportunities to demonstrate mastery of academic standards. Classroom observations and stakeholder interviews confirmed the consistent use of student-centered instructional practices, differentiated learning opportunities, and strong social-emotional support structures that promote student engagement and belonging. Leadership and faculty also demonstrated ongoing efforts to respond to identified student learning needs through MTSS supports and targeted instructional interventions. Continued focus on addressing significant foundational achievement gaps in mathematics and literacy, along with strengthening analysis of subgroup performance data, will further support equitable student outcomes across the school.

CATEGORY B: CURRICULUM

Areas of Strength

- The curriculum is closely aligned to the school's mastery-based instructional philosophy and schoolwide learner outcomes, emphasizing student agency, critical thinking, collaboration, communication, and self-directed learning through standards-based instructional practices.
- Classroom observations demonstrated strong implementation of student-centered instructional strategies that promote engagement, differentiated learning, and student autonomy. Teachers regularly utilized "active choice" instructional practices that allowed students to select from multiple standards-aligned learning activities and instructional

- platforms while teachers monitored progress and provided targeted support in real time.
- The school effectively integrates relationship-centered and social-emotional support practices into classroom instruction and MTSS systems. Observed wellness check-ins and supportive peer interactions contributed to emotionally safe learning environments that support student well-being and engagement.
 - Leadership and faculty demonstrate responsiveness to student learning needs through ongoing curriculum refinement efforts, including implementation of Science of Reading practices, foundational mathematics review processes, intervention supports, and enrichment opportunities for advanced learners.

Areas of Growth

- Continue refining curriculum alignment and instructional supports in foundational mathematics and literacy to address the significant achievement gaps identified in the “Elementary Cliff” and early literacy performance data.
- As the school continues to grow, further calibration of instructional practices and curriculum implementation across Houses will help ensure equitable access to rigorous learning experiences for all students.
- Continue developing internship opportunities, mentorship programs, and college/career readiness pathways that connect curriculum experiences to real-world application and postsecondary preparation.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an engaging learning environment and to what extent are students involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

Brilliant Microschools provides students with engaging and personalized learning experiences aligned to academic standards, schoolwide learner outcomes, and the school's mastery-based instructional philosophy. The Visiting Committee found evidence through classroom observations, student interviews, and instructional artifacts that students are actively involved in learning experiences designed to promote critical thinking, collaboration, communication, and self-directed learning.

During classroom observations, the Visiting Committee observed students actively engaged in challenging and relevant learning tasks connected to content standards and lesson objectives. Multiple teachers implemented "active choice" instructional strategies in which students selected from several standards-aligned learning activities or digital learning platforms to demonstrate understanding of concepts and skills. Teachers monitored student progress in real time and provided individualized support and feedback throughout instruction. In several observed lessons, students shared their screens and explained problem-solving processes to classmates, creating opportunities for peer collaboration, discussion, and reflection on learning. These instructional practices promoted student engagement while reinforcing mastery of academic standards and independent learning skills.

The Visiting Committee also found evidence that students understood learning expectations and mastery goals within the school's instructional model. Teachers referenced mastery checks, performance tasks, and standards-aligned objectives throughout lessons, and students demonstrated awareness of expectations for demonstrating understanding and progress toward mastery. Faculty interviews confirmed that students are provided multiple opportunities to revise work, demonstrate mastery, and engage in personalized learning pathways designed to support both academic growth and college and career readiness skills.

Additionally, classroom observations reflected strong relationship-centered instructional practices that supported student engagement and emotional safety within the virtual learning environment. Wellness check-ins and collaborative classroom discussions created opportunities for students to build connections, support peers, and engage meaningfully within the learning community.

Student Engagement in Challenging and Relevant Learning Experiences that supports high

achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found strong evidence that students are actively engaged in challenging, relevant, and personalized learning experiences aligned to academic standards and schoolwide learner outcomes. Classroom observations demonstrated consistent implementation of student-centered instructional practices that promoted student agency, collaboration, critical thinking, and differentiated pathways for demonstrating mastery. Students also demonstrated understanding of learning expectations and mastery goals through active participation in standards-aligned tasks, performance activities, and instructional discussions. Continued focus on strengthening foundational academic skills and expanding real-world learning opportunities will further support student growth and college and career readiness outcomes.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create a learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency.

C2.2 Student Voice and Agency: Student voice and agency are applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Visiting Committee Comments

During classroom observations, the Visiting Committee observed teachers utilizing multiple evidence-based instructional strategies that encouraged student participation, strategic thinking, and ownership of learning. Teachers frequently implemented “active choice” instructional practices in which students selected from multiple standards-aligned learning activities and digital platforms to demonstrate understanding of concepts and skills. Students were observed actively engaging in problem-solving activities, collaborative discussions, and reflective learning tasks while teachers monitored student progress in real time and provided targeted instructional support and feedback. In several observed classes, students shared screens and explained problem-solving strategies and thought processes to classmates, reinforcing collaborative learning and peer-supported inquiry.

The Visiting Committee also found strong evidence of student voice and agency embedded throughout instructional practices. Students demonstrated autonomy in selecting learning pathways, pacing, and methods for demonstrating mastery of standards. Teachers created learning environments that encouraged students to ask questions, reflect on progress, and actively

participate in instructional discussions and decision-making related to their learning experiences. Faculty interviews confirmed that student agency and personalized learning are central components of the school’s instructional philosophy and instructional expectations.

Technology and digital learning tools were effectively integrated throughout instruction to support student engagement, differentiation, and real-time instructional monitoring. Teachers utilized multiple instructional applications and digital platforms that allowed students to engage with content in varied ways while enabling teachers to monitor progress, provide immediate feedback, and adjust instruction based on student performance data. The school’s digital learning environment supported both synchronous and asynchronous learning opportunities aligned to personalized learning goals.

The Visiting Committee also found evidence that teachers provide learning experiences that extend beyond traditional instructional models through performance tasks, inquiry-based learning activities, enrichment opportunities (like clubs and local field trips), and personalized learning experiences designed to support college and career readiness skills. Leadership and faculty described ongoing efforts to expand real-world learning opportunities, mentorship experiences, and postsecondary readiness pathways for students.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found strong evidence that teachers utilize a variety of student-centered instructional strategies and digital learning tools to actively engage students in meaningful learning experiences aligned to academic standards and schoolwide learner outcomes. Classroom observations demonstrated consistent implementation of instructional practices that promoted student agency, collaboration, critical thinking, problem solving, and differentiated pathways for demonstrating mastery. Students were actively engaged in instructional decision-making, collaborative learning experiences, and standards-aligned tasks supported through effective integration of instructional technology and real-time feedback systems. Continued focus on strengthening foundational academic supports and expanding real-world learning opportunities will further strengthen equitable student outcomes and college and career readiness preparation.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength

- Classroom observations consistently demonstrated student-centered instructional practices that promote student voice, choice, collaboration, and ownership of learning. Teachers regularly implemented “active choice” learning opportunities that allowed students to select from multiple standards-aligned activities and learning platforms while engaging in meaningful problem solving, discussion, and reflection.
- Teachers utilized a variety of instructional strategies, digital learning tools, and real-time progress monitoring systems to support differentiated instruction and individualized

learning experiences. Students were provided flexible pathways for demonstrating mastery while teachers monitored engagement and adjusted instructional support based on student needs.

- Digital learning tools and instructional technology were effectively integrated into classroom instruction to enhance student engagement, collaboration, progress monitoring, and immediate instructional feedback. Teachers demonstrated strong use of digital platforms that supported both synchronous and personalized learning experiences.
- Classroom observations reflected emotionally safe and supportive learning environments where teachers intentionally incorporated wellness check-ins, relationship-building practices, and opportunities for peer support. Students demonstrated positive peer interactions and strong classroom community within the virtual learning environment.
- Leadership structures, instructional coaching practices, and collaborative professional learning systems support consistent implementation of instructional expectations and ongoing refinement of teaching practices across the organization.

Areas of Growth

- Continue refining instructional interventions and differentiated support systems to address significant foundational gaps in mathematics and literacy, particularly among students identified through the “Elementary Cliff” data trends.
- Continue developing instructional experiences that promote deeper levels of inquiry, authentic problem solving, real-world application, and expanded college and career readiness opportunities across grade levels.
- Expand the use of subgroup achievement analysis and longitudinal student performance monitoring to better evaluate the effectiveness of instructional practices and supports across diverse student populations.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan aligned with the school goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership assesses programs and expectations for students' academic growth and progress.

Visiting Committee Comments

Brilliant Microschools demonstrates strong assessment and accountability processes that support ongoing analysis of student achievement, engagement, and instructional effectiveness. The Visiting Committee found evidence that leadership and instructional staff regularly utilize assessment data from NWEA MAP Growth, IXL analytics, mastery checks, attendance data, and classroom performance measures to monitor student progress and guide instructional decision-making. Leadership described recurring "pulse check" review cycles and collaborative leadership meetings in which student performance data, attendance trends, engagement indicators, and instructional outcomes are analyzed to identify student needs and inform schoolwide improvement efforts.

The Visiting Committee found evidence that assessment data is consistently used to inform instructional practices, intervention planning, professional development priorities, and resource allocation decisions. Leadership and faculty described how analysis of student performance data directly contributed to the identification of significant foundational gaps in mathematics and literacy, resulting in targeted instructional responses including implementation of Science of Reading practices, curriculum review processes, intervention supports, and expanded MTSS structures. Faculty interviews confirmed that assistant principals, deans, and teachers regularly collaborate to review student performance data and identify students requiring additional academic or behavioral support.

The school's mastery-based instructional model provides students with multiple opportunities to demonstrate learning and progress toward mastery of standards. Teachers referenced mastery checks, performance tasks, and standards-aligned expectations throughout instruction and progress monitoring processes. The Visiting Committee also found evidence that digital learning

platforms and instructional tools allow teachers to monitor student progress in real time and provide immediate feedback and instructional adjustments based on student performance data.

Leadership demonstrated clear alignment between assessment findings, schoolwide improvement priorities, professional development planning, and resource allocation decisions. The Visiting Committee found evidence that assessment results are used to evaluate school programs and guide ongoing refinement of instructional practices and intervention systems across the organization.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found strong evidence that leadership and instructional staff utilize comprehensive assessment and accountability processes to monitor student learning, guide instructional decision-making, and support continuous school improvement efforts. Assessment data is regularly analyzed through collaborative inquiry cycles and is clearly connected to instructional adjustments, intervention planning, professional development priorities, and resource allocation decisions. Leadership and faculty demonstrated responsiveness in using assessment findings to identify student learning gaps and implement targeted instructional and intervention supports. Continued refinement of longitudinal and subgroup data analysis systems will further strengthen the school's ability to monitor equitable student outcomes and evaluate long-term impact of improvement efforts.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide learner goals, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

Brilliant Microschools utilizes a variety of assessment strategies and progress monitoring systems to evaluate student learning and guide instructional decision-making. The Visiting Committee found evidence that teachers regularly use formative and summative assessment practices, including mastery checks, performance tasks, NWEA MAP data, IXL analytics, classroom discussions, and real-time instructional monitoring tools to assess student

understanding and progress toward academic standards and schoolwide learner outcomes.

During classroom observations, the Visiting Committee observed teachers actively monitoring student progress through digital learning platforms and providing immediate instructional feedback and support based on student performance and engagement. Teachers frequently utilized standards-aligned activities that allowed students multiple opportunities to demonstrate understanding and mastery of concepts. In several observed lessons, teachers used student dialogue, collaborative discussion, and screen-sharing opportunities to assess student thinking processes and provide real-time feedback to both individual students and the larger class community.

Faculty interviews confirmed that teachers regularly review student performance data and collaborate with assistant principals, deans, and instructional teams to identify students requiring additional academic or behavioral support. Teachers described using assessment findings to modify instructional approaches, provide differentiated supports, and adjust pacing or intervention strategies based on student needs. Leadership also described how broader assessment trends inform curriculum refinement efforts, intervention planning, and professional development priorities across the organization.

The Visiting Committee found evidence that the school's mastery-based instructional model encourages ongoing student reflection, revision opportunities, and personalized pathways toward mastery of standards and learning goals. Students demonstrated awareness of mastery expectations and learning targets within classroom instruction and assessment practices. Students and parents confirmed the value of the focus on mastery rather than grade obtainment, and were complimentary of the school's communication and access to student progress.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found strong evidence that teachers utilize a variety of assessment strategies and real-time progress monitoring practices to evaluate student learning and guide instructional decision-making. Classroom observations and parent/student interviews confirmed the consistent use of formative assessment, immediate feedback, collaborative instructional dialogue, and differentiated instructional adjustments based on student performance data. Teachers and leadership teams regularly collaborate to monitor student progress and modify instructional supports aligned to student learning needs and mastery expectations.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength

- Leadership and instructional staff consistently utilize assessment data, attendance trends, engagement indicators, and instructional performance data to guide instructional decisions, intervention planning, professional development priorities, and schoolwide improvement efforts through ongoing collaborative inquiry cycles.

- Teachers effectively utilize digital learning platforms, mastery checks, NWEA MAP data, IXL analytics, and real-time instructional monitoring tools to assess student understanding, provide immediate feedback, and adjust instruction based on student learning needs.
- Teachers, assistant principals, deans, and instructional leaders regularly collaborate to review student progress data, identify students needing additional support, and coordinate academic and behavioral interventions aligned to student needs.
- Leadership demonstrated responsiveness in using assessment findings to identify significant learning gaps and implement targeted instructional responses, including literacy interventions, curriculum refinement efforts, MTSS supports, and professional development initiatives aligned to identified student needs.

Areas of Growth

- Continue developing systems to monitor long-term student growth trends and evaluate the sustained impact of instructional interventions and schoolwide improvement initiatives over time.
- Continue strengthening progress monitoring systems and intervention evaluation processes related to significant foundational gaps in mathematics and literacy to better measure acceleration and academic recovery for struggling students.
- As the school continues to grow, continued calibration of assessment expectations, instructional responses, and progress monitoring practices across Houses will help ensure consistency and equitable student learning experiences across the organization.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1: Family/Guardian and Community Involvement

To what extent does the school leadership employ a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1 Strategies and Processes: School implements a range of strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Visiting Committee Comments

Brilliant Microschools demonstrates strong efforts to build meaningful relationships and ongoing communication with families through a variety of engagement structures designed to support student learning and well-being within the virtual learning environment. The Visiting Committee found evidence that leadership and staff utilize multiple communication systems, including family forums, newsletters, progress updates, parent meetings, surveys, and ongoing communication through digital learning platforms to keep families informed and engaged in the educational process.

Leadership and faculty interviews confirmed that families are viewed as important partners in supporting student success. Teachers described early relationship-building practices, including family meet-and-greet opportunities and ongoing communication regarding student attendance, academic progress, and support needs. Parents reported appreciation for regular communication from teachers and school leadership, including weekly updates and informational sessions designed to help families better understand instructional programs, assessment systems, and student support resources.

The Visiting Committee also found evidence of strong relationship-centered practices that contribute to rapport and trust between leadership, staff, students, and families. The school’s House structure and small learning communities support individualized relationships and consistent communication between families and instructional staff. Classroom observations and stakeholder interviews reflected a school culture grounded in care, responsiveness, and student well-being.

Leadership also described efforts to strengthen community-building opportunities within the virtual environment through student clubs, Town Hall events, field trips, and expanded co-curricular experiences designed to increase student and family connection to the school community.

<p><i>Family/Guardian and Community Involvement that supports high achievement for all students.</i></p> <p>Visiting Committee Rating: <u>Highly Effective</u> Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>The VC found strong evidence that Brilliant Microschools utilizes multiple strategies and relationship-centered practices to build trust and maintain meaningful communication with</p>

families and students. Parent and student interviews confirmed consistent communication, accessibility of leadership and staff, and strong family partnerships that support student learning and well-being within the virtual learning environment. The school's House structure and personalized learning model further contribute to strong rapport and ongoing collaboration between families, students, and instructional staff. Continued development of broader community partnerships and expanded family involvement in schoolwide improvement processes will further strengthen these efforts.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, professionalism and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust and Respect: The entire school community has an atmosphere of trust and respect, in support of student achievement and well-being.

E2.3 School Culture: Students experience a caring school culture that is conducive to learning, with high expectations for all and a learning environment that honors individual differences, and social emotional needs.

Visiting Committee Comments

Brilliant Microschools has developed a strong, relationship-centered school culture that promotes student well-being, engagement, and a supportive learning environment within its virtual instructional model. The Visiting Committee found evidence through classroom observations, stakeholder interviews, and school documentation that leadership and staff prioritize the creation of safe, supportive, and emotionally responsive learning environments where students feel valued, respected, and connected to their learning community.

The school's House structure and layered student support systems contribute to strong relationships between students, teachers, leadership, and families. Classroom observations demonstrated consistent relationship-building practices, including wellness check-ins, supportive peer interactions, and opportunities for students to openly share concerns impacting their learning and well-being. Students were observed encouraging and supporting one another during class discussions, contributing to emotionally safe and trusting classroom environments. Faculty and student interviews further confirmed the school's emphasis on student belonging, relationship-centered instruction, and individualized support for students.

The Visiting Committee also found evidence that leadership intentionally works to reduce feelings of student isolation often associated with virtual learning environments. Leadership, families, and students described ongoing efforts to create meaningful opportunities for connection and community-building beyond regular classroom instruction. These efforts included online Town Hall events, student clubs, community meet-ups, and in-person learning experiences designed to connect students and families in shared geographic areas. Parents referenced

school-organized museum field trips and regional gatherings that provided opportunities for students and families to engage socially and build stronger community connections outside of the virtual classroom environment.

The Visiting Committee also found evidence that leadership has established systems and expectations designed to support professionalism, instructional consistency, student safety, and positive learning environments across the virtual platform. Leadership described the use of digital safety protocols, attendance monitoring systems, MTSS supports, and ongoing communication structures that support student engagement, accountability, and well-being. Faculty interviews confirmed strong collaboration and support between teachers, assistant principals, deans, and student support personnel in addressing student academic and social-emotional needs.

Students and families consistently described positive relationships with teachers and school staff, emphasizing the accessibility of teachers, supportive classroom environments, and strong communication systems within the virtual learning model. The Visiting Committee found that the school culture reflects high expectations for student engagement and learning while also honoring individual student differences and social-emotional needs.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found strong evidence that Brilliant Microschools has established a caring, relationship-centered school culture that supports student well-being, engagement, and learning. Classroom observations and stakeholder interviews demonstrated strong levels of trust, respect, collaboration, and emotional safety throughout the school community. Leadership and staff consistently demonstrated responsiveness to student academic and social-emotional needs through supportive instructional practices, communication systems, and collaborative student support structures. The school also demonstrated intentional efforts to reduce student isolation within the virtual environment by creating meaningful opportunities for students and families to connect through both online and in-person community-building experiences. Continued focus on strengthening engagement supports for vulnerable student groups and monitoring long-term outcomes related to student engagement and well-being will further strengthen the school's positive learning environment.

E3: Personal, Social-Emotional, and Academic Support

To what extent do all students receive appropriate academic, social-emotional, and personal supports to help ensure student learning, college and career readiness, and success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1 Support: School leadership implements personalized, academic support and alternative instructional approaches to meet student needs.

E3.2 Support Effectiveness: School leadership assesses the effectiveness of support for students'

social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals, academic standards, and college and career readiness.

E3.4 Student Self-Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

Brilliant Microschools demonstrates a strong commitment to providing personalized academic, social-emotional, and relational supports designed to meet the diverse needs of students within its virtual learning environment. The Visiting Committee found evidence that the school utilizes layered support systems, personalized instructional approaches, MTSS processes, and relationship-centered practices to support student learning, engagement, and well-being. Leadership and faculty described ongoing collaboration between teachers, assistant principals, deans, and support personnel to identify students needing additional academic, behavioral, or social-emotional support and to coordinate responsive intervention strategies.

Classroom observations and stakeholder interviews demonstrated strong integration of social-emotional supports within daily instructional practices. Teachers regularly incorporated wellness check-ins and opportunities for students to discuss personal concerns or challenges impacting their learning. Students were observed supporting one another during these discussions, contributing to emotionally safe classroom environments and strong peer relationships. Faculty interviews confirmed that relationship-building and individualized support are central components of the school's instructional and support philosophy.

The Visiting Committee also found strong evidence that the school provides individualized academic and emotional support structures that are responsive to student needs. During parent interviews, several families shared that they enrolled their children at Brilliant Microschools after previous school settings were unable to adequately support their child's academic, social-emotional, or learning needs. Parents expressed strong appreciation for the school's personalized approach, describing that teachers and staff "understood" their children and created learning environments in which students felt supported, valued, and successful. Parents reported observing significant improvements in student confidence, engagement, and academic growth since enrolling at the school.

The Visiting Committee found evidence that the school provides students with opportunities to engage in co-curricular activities and leadership experiences that support student voice, belonging, and personal growth. Students described participation in clubs, leadership opportunities, Town Hall events, and student-driven activities that promote collaboration, self-expression, and community connection. Leadership also described efforts to expand mentorships, college and career readiness pathways, and real-world learning opportunities for students.

Students demonstrated strong levels of self-awareness and self-advocacy during interviews and classroom observations. Students described personalized learning experiences, opportunities to communicate learning needs with teachers, and supportive relationships that encouraged them to seek help and take ownership of their learning progress. Faculty interviews further confirmed that

teachers intentionally encourage student voice, reflection, and self-advocacy as part of the school's mastery-based instructional model.

Personal, Social-Emotional, and Academic Support that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found strong evidence that Brilliant Microschools provides highly personalized academic, social-emotional, and relational supports that contribute to student well-being, engagement, and learning. Classroom observations and stakeholder interviews demonstrated strong relationship-centered practices, responsive support systems, and meaningful opportunities for student voice and self-advocacy. Parent interviews provided compelling evidence that students whose needs were not successfully supported in previous educational settings experienced increased confidence, engagement, and academic success after enrolling at Brilliant Microschools. Leadership and staff consistently demonstrated responsiveness and collaboration in addressing student academic and social-emotional needs through personalized supports, MTSS structures, and community-building opportunities.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength

- The school has established a caring and supportive learning environment where students feel valued, respected, and connected to their teachers and peers. Classroom observations and stakeholder interviews reflected strong levels of trust, positive peer interactions, and emotionally safe learning environments.
- Families described strong communication, accessibility of teachers and leadership, and meaningful partnerships focused on supporting student success. Parents expressed strong appreciation for the school's ability to understand and support students whose needs were not effectively met in previous school settings.
- Students are provided meaningful opportunities to develop self-awareness, advocate for their learning needs, participate in leadership activities, and engage in collaborative and co-curricular experiences that support personal growth and community connection.
- Leadership and staff intentionally create opportunities for students and families to build meaningful connections beyond regular classroom instruction through Town Halls, clubs, community meet-ups, field trips, and other virtual and in-person engagement opportunities.

Areas of Growth

- Continue refining intervention systems and engagement strategies for middle school students and other students demonstrating patterns of absenteeism or decreased engagement within the virtual learning environment.
- Continue developing mentorships, internships, career exploration opportunities, and external community partnerships that provide students with meaningful real-world learning experiences and postsecondary preparation.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. **Strong relationship-centered school culture that promotes student belonging, emotional safety, and personalized support:** Through the school’s House structure, layered support systems, wellness check-ins, and personalized instructional approach, students experience strong relationships with teachers and peers within the virtual learning environment. Classroom observations and stakeholder interviews demonstrated high levels of trust, emotional safety, and supportive peer interactions. Parents also shared that students whose needs were not successfully supported in previous school settings experienced increased confidence, engagement, and academic success after enrolling at Brilliant Microschools. This strength contributes significantly to student well-being, student engagement, and the school’s ability to support diverse learner needs.
2. **Strong distributed leadership and collaborative continuous improvement systems focused on student needs:** Leadership teams, assistant principals, deans, and instructional staff regularly analyze student achievement, attendance, engagement, and instructional data to guide intervention planning, professional development priorities, and instructional refinement efforts. The school demonstrated responsiveness in identifying significant student learning gaps, including foundational mathematics and literacy needs, and implementing targeted instructional responses such as curriculum reviews, intervention supports, and Science of Reading practices. These collaborative leadership systems contribute to shared accountability and ongoing refinement of instructional and support practices aligned to student learning needs.
3. **Strong implementation of student-centered instructional practices that promote student agency and engagement:** Classroom observations demonstrated consistent implementation of student-centered instructional practices aligned to the school’s mastery-based instructional philosophy and schoolwide learner outcomes. Teachers regularly utilized differentiated instructional strategies, “active choice” learning opportunities, collaborative learning activities, and digital instructional tools that promoted student agency, engagement, critical thinking, and personalized learning experiences. Students were observed selecting from multiple standards-aligned learning activities, engaging in collaborative discussions, and demonstrating understanding through varied learning pathways while teachers monitored progress and provided immediate feedback. These instructional practices support student ownership of learning and meaningful engagement in standards-based instruction.
4. **Strong integration of personalized academic, social-emotional, and instructional support systems:** The school effectively integrates academic supports, social-emotional learning practices, MTSS structures, and personalized instructional interventions to address student learning and well-being needs. Leadership, teachers, assistant principals,

and support staff collaborate regularly to identify students requiring additional academic or behavioral support and coordinate responsive intervention strategies. The school's use of digital progress monitoring tools, real-time instructional feedback systems, and personalized learning pathways allows staff to provide differentiated support aligned to individual student needs. This integrated support structure strengthens student engagement, intervention responsiveness, and individualized learning opportunities within the virtual learning environment.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning.**
- **Confirm areas already identified by the school in the action plan sections.**
- **Confirm areas to be strengthened within the already identified areas.**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. Strengthening Foundational Mathematics Proficiency ("The Elementary Cliff")

The school identified a critical need to improve foundational mathematics skills in Grades 4–5 after NWEA MAP data revealed that over 70% of students in these grades were projected at Level 1 proficiency. Leadership acknowledged the need for stronger vertical curriculum alignment, targeted intervention systems, and instructional consistency to better prepare students for secondary mathematics rigor. In response, the school began curriculum audits, targeted remediation supports, and instructional adjustments aligned to identified student needs.

2. Strengthening Early Literacy Acquisition

The school identified significant early literacy gaps, particularly among Grade 2 students, where 50% of students were projected at Level 1 proficiency in reading readiness measures. The self-study noted the need for more explicit and systematic literacy instruction for younger students within the virtual learning environment. In response, the school implemented Science of Reading practices and instructional shifts designed to strengthen phonemic awareness and foundational literacy skills in K–2 classrooms.

3. Increasing Middle School Engagement and Attendance

The school identified a need to address chronic absenteeism and disengagement among middle school students, particularly in Grades 7–8 where attendance and academic growth trends declined. Leadership recognized that middle school students require more developmentally

responsive engagement strategies, increased relevance in learning experiences, and stronger opportunities for peer connection and belonging within the virtual learning environment. In response, the school implemented attendance interventions, MTSS supports, and expanded engagement opportunities designed to strengthen student connection and participation.

4. Expanding Real-World Learning and Postsecondary Readiness Opportunities

The self-study also identified the need to strengthen external partnerships, mentorship opportunities, internships, and college/career readiness experiences for students. Leadership acknowledged that while strong internal community structures exist, additional opportunities are needed to connect students to broader professional and real-world learning experiences beyond the virtual classroom environment.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement.** (Note: Show the relationship to what the school has already identified, if possible.)

None

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan to school goals.**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The following Action Plan was developed through a comprehensive analysis of student performance data (NWEA MAP/IXL) and stakeholder feedback. It is designed to be a living document, guiding the allocation of resources and professional development at Brilliant Microschools (BMS) for the next three years (2025–2028).

The plan focuses on three high-leverage goals:

1. Closing the Math Gap: Addressing the "Elementary Cliff" in Grades 4–5.
2. Strengthening Early Literacy: Ensuring K–2 students master phonics before Grade 3.
3. Re-engaging Middle School: Reversing the trend of chronic absenteeism in Grades 7–8.

Action Goals

Action Goal #1: Mathematical Proficiency (The "Elementary Cliff") Goal:

Significantly reduce the percentage of students performing at Level 1 in Mathematics in the intermediate grades (4–5) and ensure vertical alignment from K–Algebra.

Rationale: Data indicates a critical drop in proficiency in Grades 4–5, where ~74% of students are currently projected at Level 1.

Strategy / Action Step	Timeline	Responsible Person(s)	Resources Needed	Means of Assessment (Metrics)

<p>1. Targeted Remediation (Tier 3)</p> <p>Maintain and refine intensive interventions to address the learning gap. These interventions and accommodations will serve as "acceleration ramps" to rebuild number sense for students.</p>	<p>2025–2027 (Ongoing)</p>	<p>Curriculum Director, Dean of Academics</p>	<p>Staffing for 1-1 Math Courses, IXL Intervention Licenses</p>	<p>NWEA MAP Growth: Reduce the % of students at Level 1 in Grades 4–5 by 10% annually. Course Passing Rate: 80%</p>
<p>2. Vertical Alignment Audit</p> <p>Conduct a curriculum audit of Grades K–3 Math to identify where rigor is lacking. Ensure the scope and sequence sufficiently prepares students for the multi-step problem solving required in Grade 4.</p>	<p>Spring 2026</p>	<p>Curriculum Team, K–5 Teachers</p>	<p>Release time for curriculum mapping, Consultant Support</p>	<p>Audit Report: Completion of new Scope & Sequence. Grade 3 Outcomes: Improvement in Grade 3 End-of-Year Math proficiency.</p>

<p>3. Automated Differentiation (Tier 2)</p> <p>Mandate the use of IXL "Study Paths" for all students in Grades 3–6. These paths are auto-generated from NWEA MAP scores to target specific skill gaps (e.g., fractions) during independent work time.</p>	<p>Fall 2026</p>	<p>Assistant Principals, Deans, teachers</p>	<p>IXL Training for Staff, Parent Guides</p>	<p>IXL Analytics:</p> <p>Average of 30 mins/week active practice per student.</p> <p>Skill Proficiency:</p> <p>Increase in "Skills Mastered" count.</p>
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Action Goal #2: Early Literacy Foundation (Science of Reading) Goal: Improve early literacy outcomes in Grades K–2 by fully transitioning from balanced literacy to structured literacy (Science of Reading) practices.

Rationale: Current data shows 50% of Grade 2 students are projected at Level 1 in Reading, putting them at risk for long-term academic struggle.

Strategy / Action Step	Timeline	Responsible Person(s)	Resources Needed	Means of Assessment (Metrics)
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<p>1. Science of Reading Implementation</p> <p>Full rollout of the phonics-based curriculum for all K–2 students. Remove "guessing" strategies (e.g., three-cueing) from instructional practices.</p>	<p>Fall 2025 – Spring 2026</p>	<p>Curriculum Director, K–2 Lead Teachers</p>	<p>New Phonics Curriculum, Decodable Readers (Digital)</p>	<p>NWEA MAP Reading: Reduce Grade 2 Level 1 projections to <30% by 2027. Phonics Check: 90% mastery on decoding fluency checks.</p>
<p>2. Job-Embedded Coaching & PLC Cycles</p> <p>Utilize our Growth Circles and Gradeband meetings to provide instructional coaching to staff to integrate Science of Reading strategies and explicit phonics directly into their daily Brilliant Learning System (BLS) micro-routines.</p>	<p>Fall 2026 – Spring 2027 (Ongoing)</p>	<p>Principals, Assistant Principals, Academic Deans, Lead Teachers</p>	<p>BLS Observation Guides Gradeband Presentations</p>	<p>Classroom Observation: Observation rubric scores for "Foundational Literacy Instruction." 100% of staff completed training.</p>

<p>3. Parent Partnership (Home Reading)</p> <p>Launch a "Parent Guide to Phonics" series to help families support decoding at home, ensuring parents reinforce sounds rather than sight-word memorization.</p>	<p>Fall 2026</p>	<p>Engagement Director, Content Creators</p>	<p>Video/PDF Guides, Parent Workshop</p>	<p>Parent Survey: Increase in parent confidence regarding literacy support. Usage rates of parent resources.</p>
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Action Goal #3: Middle School Engagement & Attendance

Goal: Increase student engagement and reduce chronic absenteeism in Grades 7–8.

Rationale: Attendance data reveals a specific spike in absenteeism in Grades 7 (53 students) and 8 (62 students), correlating with a plateau in academic growth.

Strategy / Action Step	Timeline	Responsible Person(s)	Resources Needed	Means of Assessment (Metrics)
<p>1. "Middle School Matters" Initiative</p> <p>Deploy specific "House" competitions and social events exclusive to Grades 7–8 to build community and peer connection (addressing the isolation factor).</p>	<p>Fall 2026</p>	<p>Deans of Students, Student Council</p>	<p>Budget for House Rewards, Virtual Event Platform</p>	<p>Attendance Rate: Reduce chronic absenteeism in Grades 7–8 by 15%. Student Survey: Improvement in "Belonging" scores on culture survey.</p>

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<p>2. Attendance Intervention Contracts</p> <p>Implement a tiered intervention system where students with >10% absences are placed on "Success Contracts" monitored weekly by their House Dean.</p>	<p>Immediate (Ongoing)</p>	<p>Deans of Students, Advisors</p>	<p>Tracking Software, Personnel Time</p>	<p>Intervention Success: 75% of students on contracts showing improved attendance within 6 weeks.</p>
<p>3. Career-Aligned Clubs (Relevance)</p> <p>Expand the club program (Roblox, Film, Newspaper) specifically for Middle Schoolers to provide "real world" relevance to their screen time.</p>	<p>2026–2027</p>	<p>Director of Engagement, Club Sponsors</p>	<p>Club Stipends, Software Licenses</p>	<p>Participation Rate: 50% of Middle School students participating in at least one co-curricular.</p>

Process for Monitoring Student Learning

The school leadership will facilitate a continuous monitoring process to ensure these goals are met. This will not be a "once-a-year" check but a cyclical review embedded in the Brilliant Learning System (BLS).

Quarterly Data Reviews (The "Pulse" Check)

- Action: The Executive Leadership Team and Assistant Principals will meet quarterly to review the latest NWEA MAP and IXL data specifically against the targets in this Action Plan (e.g., "Did Grade 4 Math Level 1 go down?").
- Adjustment: If a specific grade or "House" is missing the target, PD resources will be immediately reallocated to support that team.

Classroom Walkthrough Cycles (The "Instructional" Check)

- Action: Assistant Principals will conduct 2–4 walkthroughs per month per teacher.
- Focus: Observations will specifically look for evidence of the Action Plan strategies (e.g., "Is the K–2 teacher using Science of Reading methods?" or "Is the Middle School teacher facilitating peer connection?").

Stakeholder Feedback Loops (The "Cultural" Check)

- Action: Semesterly surveys of parents and students will include specific questions regarding the impact of these initiatives (e.g., asking Grade 7 parents if they feel their child is more engaged).
- Reporting: Progress on the Action Plan will be reported to the Governing Board and shared with the school community during the End-of-Year "State of the School" address.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC found that Brilliant Microschools has developed a focused and data-driven long-range Schoolwide Action Plan that is strongly aligned to the school's most critical student learning and engagement needs. The identified priorities—including addressing foundational mathematics gaps, strengthening early literacy instruction through Science of Reading practices, and increasing middle school engagement and attendance—were directly informed by analysis of student achievement data, attendance trends, and stakeholder feedback. Leadership demonstrated strong alignment between the action plan, instructional initiatives, professional development, MTSS supports, and ongoing monitoring systems through collaborative inquiry cycles and frequent data reviews. The school also demonstrated responsiveness in reallocating resources and refining instructional practices to address identified student needs.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee found that Brilliant Microschools demonstrates strong organizational and leadership capacity to implement, monitor, and refine its Schoolwide Action Plan in support of student learning and well-being. The school has established a highly collaborative distributed leadership structure that includes multiple layers of instructional support through principals, assistant principals, deans, and House leadership teams who work closely together

to support teachers, monitor student progress, and reinforce instructional expectations across the organization. Leadership demonstrated strong alignment between the school's improvement priorities, instructional coaching systems, professional development, MTSS structures, and ongoing data review processes. Frequent classroom walkthroughs, collaborative inquiry cycles, and regular analysis of student achievement and engagement data contribute to continuous monitoring of implementation efforts and instructional responsiveness. The Visiting Committee also observed strong collaboration and coherence across leadership teams, contributing to consistent support for teachers and students throughout the school.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students		X		
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)	X			
School Continuous Improvement (A5)	X			
Resources (A6)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)	X			
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)	X			
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan	X			