

**Brooklyn Emerging Leaders
Academy Charter School**



**2018-19 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By _____ Nicia Fullwood _____

125 Stuyvesant Avenue, Brooklyn, NY 11221

347.473.8830

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School and Shannon Riley, Dean of Advancement prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
André McKenzie	Board Chair, External Affairs committee
Ilymaani Aytes	Board Member, External Affairs
Brenda Canty	Vice Chair, External Affairs committee
Jonathan Dill	Board Member, Academic Committee
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Alma Mendis	Board Member, Governance Committee
Diane Nathaniel	Secretary, Academic Committee
Christina Socias	Board Member, Academic Committee
Keara Smalls	Board Member, External Affairs Committee

Nicia Fullwood has served as the Head of School since 2017.

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BELA's mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service learning initiatives, and a commitment to cultivating a spirit of resilience within each young woman, BELA students will attend and graduate from college.

BELA is founded on the four core values of Sisterhood, Scholarship, Strength, and Service.

Sisterhood: All-girls education - BELA is where a young woman discovers her talents and passions and grows into an agent of change. Research from both the National Coalition of Girls Schools and the Laurel School's Center for research on girls supports that this experience will be cultivated by diminished sex-bias in curriculum design and student-teacher interactions, and by the having the support of peer role models.

Scholarship: BELA is committed to providing a rigorous college preparatory curriculum, so its girls persist in college and the careers of their choosing. Students at BELA will take a number of advanced-level courses to prepare them for the demands of college-level work. To support this, BELA's unique model combines best practices to motivate, inspire and meet the needs of all learners including International Baccalaureate program, STEAM Pathways, Latin, project-based learning and a longer school day and school year.

Strength and Service: At BELA, we will focus on person development by incorporating the following five principals: relationships, mind and body, creativity, purpose and growth mindset. The evidence-based Children's Aid Society Carrera Adolescent Pregnancy Prevention Program will be replicated at BELA and this will allow for a holistic approach in addressing the social and emotional needs of young women. BELA students will be offered courses in family life & sexuality and financial literacy. They will have access to a mental health professional who will engage with them on a daily basis and they will also be serviced by a medical advocate who will ensure that the young women at BELA are receiving comprehensive medical care.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15														
2015-16														
2016-17														
2017-18										58				58
2018-19										57	62			119

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists

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of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2016-17	2013-14	2013	n/a	n/a	n/a
2017-18	2014-15	2014	n/a	n/a	n/a
2018-19	2015-16	2015	n/a	n/a	n/a

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	n/a	n/a	n/a
2017-18	2014-15	2014	n/a	n/a	n/a
2018-19	2015-16	2015	n/a	n/a	n/a

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	n/a	n/a	n/a
2017-18	2013-14	2013	n/a	n/a	n/a
2018-19	2014-15	2014	n/a	n/a	n/a

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with a NYS Regents Diploma.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

	NYS	BELA
Credits		
English	8	8
Social Studies	8	8
Math	6	8
Science	6	8
Language Other Than English	2	4
Art	2	2

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Health	1	2
PE	4	4
Electives	7	10
Total	44	54
Other Academic Requirements		
International Baccalaureate	0	6
Service Learning	0 hours	100 hours
Regents Examinations		
English	1	1
Social Studies	1	1
Math	1	1
Science	1	1
Pathway Assessment	1 additional in Math, Sci, or SS	1 additional in Math, Sci, or SS

RESULTS AND EVALUATION

For BELA's first and second cohort, 94% and 93%, respectively, of students earned the required number of credits. The school exceeded the measure by 18 percentage points.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	62	94%
2018	57	93%

ADDITIONAL EVIDENCE

N/A

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

BELA did not meet this metric. However, 16% of students have passed at least two Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	n/a	n/a
2016	2017-18	n/a	n/a
2017	2018-19	62	56%

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

N/A

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	n/a	n/a
2013	2017-18	n/a	n/a
2014	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

N/A

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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2015	2018-19	n/a	n/a	n/a	n/a
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ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

N/A

Percentage of the 2015 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
n/a	n/a	n/a	n/a
Overall	n/a	n/a	n/a

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

BELA continues to meet the credit accumulation metric. However, BELA's first 2nd year cohort did not meet the three Regents exam requirements. The school is on track to meet this metric during the January 2020 Regents testing session.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	n/a
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	n/a
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	n/a
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	n/a

ACTION PLAN

N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared for college and career success.

Goal 2: Absolute Measure

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Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or, Method

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

N/A

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
n/a	n/a	n/a	n/a
Overall	n/a	n/a	n/a

ADDITIONAL EVIDENCE

In May 2019, BELA was approved to offer the International Baccalaureate Diploma Programme (IB). As of August 2019, all students in BELA’s 2017-2018 cohort are enrolled in at least one IB course and twenty three students are enrolled in the full IB Diploma Programme.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

N/A

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	128	N/A
2018-19	2015	N/A	130	N/A

ADDITIONAL EVIDENCE

n/a

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

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RESULTS AND EVALUATION

n/a

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

RESULTS AND EVALUATION

n/a

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a

SUMMARY OF THE COLLEGE PREPARATION GOAL

N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	n/a

Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	n/a
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	n/a
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	n/a

ACTION PLAN

N/A

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will demonstrate proficiency in English Language Arts.

BACKGROUND

The English and Social Studies curriculum is organized as a thematic interdisciplinary curriculum where students are applying skills in English with concepts in Social Studies, increasing their ability to think critically and creatively, and synthesizing knowledge beyond the disciplines. At BELA, the skills (reading, writing, textual analysis, discussing, and action-projects) are scaffold gradually releasing the responsibility to the student. Fiction and nonfiction texts are chosen that relate to our students’ culture, as well as time period and/or theme allowing for important connections to coursework and relevance for our students.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

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RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language

⁴ Based on the highest score for each student on the English Regents exam

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Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

⁵ Based on the highest score for each student on the English Regents exam

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁶ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2019-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

N/A

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student

⁶ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

N/A

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

N/A

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

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Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

N/A

English Regents Performance Index (PI)⁷ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

⁷ For an explanation of the procedure to calculate the school’s PI, see page 28.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

⁸ Based on the highest score for each student on the English Regents exam

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Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

N/A

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	n/a

⁹ Based on the highest score for each student on the English Regents exam

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Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	n/a
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	n/a
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	n/a
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	n/a
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	n/a

ACTION PLAN

N/A

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will demonstrate proficiency in Mathematics.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently

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defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	n/a	n/a	n/a
2014	n/a	n/a	n/a
2015	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above

¹⁰ Based on the highest score for each student on a mathematics Regents exam

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Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

N/A

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 4: Absolute Measure

¹¹ Based on the highest score for each student on a mathematics Regents exam

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Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹² To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

N/A

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

¹² For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

N/A

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

N/A

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

N/A

Mathematics Regents Performance Index (PI)¹³

¹³ For an explanation of the procedure to calculate the school’s PI, see page 29.

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of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

¹⁴ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

N/A

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

N/A

¹⁵ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁶

N/A

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	n/a
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	n/a
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	n/a
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	n/a
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	n/a
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	n/a

ACTION PLAN

N/A

GOAL 5: SCIENCE

Goal 3: Science

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Students will demonstrate proficiency in Science.

BACKGROUND

BELA’s science curriculum is based on the three tenets of the Next Generation Science Standards (NGSS) research-based program – practicing science and engineering, understanding the relationship between the science disciplines and core disciplinary ideas and linking knowledge of science with opportunities to practice. The instructional resources we use are Lab-Aids Biology and New Visions, where the design is to take an issues-oriented approach to scientific inquiry by thematically organizing units based on personal and societal issues providing real-world context and a framework for understanding scientific concepts.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

N/A

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

¹⁷ Based on the highest score for each student on any science Regents exam

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ADDITIONAL EVIDENCE

N/A

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

N/A

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate proficiency in Social Studies

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

N/A

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	n/a	n/a	n/a	n/a

¹⁸ Based on the highest score for each student on a science Regents exam

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2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

N/A

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple

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times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

N/A

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	n/a	n/a
2014	2017-18	n/a	n/a
2015	2018-19	n/a	n/a

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	n/a	n/a	n/a	n/a
2016	n/a	n/a	n/a	n/a	n/a	n/a
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and

¹⁹ Based on the highest score for each student on a science Regents exam

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not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

N/A

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	n/a	n/a	n/a	n/a
2014	2017-18	n/a	n/a	n/a	n/a
2015	2018-19	n/a	n/a	n/a	n/a

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Accountability Status by Year

Year	Status
2016-17	n/a
2017-18	
2018-19	

APPENDIX A: OPTIONAL GOALS

Goal 8: Service and Leadership

Students will embody BELA’s core values.

Goal 8: Absolute Measure

By the end of Year 12, 90% of students will complete 100 hours of community service.

METHOD

n/a

RESULTS AND EVALUATION

n/a

ADDITIONAL EVIDENCE

n/a

Goal 8: Absolute Measure

By the end of year 12, 90% of graduating students will score satisfactorily on their senior capstone project as measured by BELA’s core value rubric.

METHOD

n/a

RESULTS AND EVALUATION

n/a

ADDITIONAL EVIDENCE

n/a

Goal 8: Absolute Measure

In Year 9 and Year 10, 90% of students will score satisfactorily on their service project as measured by BELA’s core value rubric.

METHOD

n/a

RESULTS AND EVALUATION

n/a

ADDITIONAL EVIDENCE

n/a

