Brooklyn Emerging Leaders Academy Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Diane Nathaniel	Chair	Academic
Brenda Canty	Vice Chair	External Affairs
Michael Lackwood	Treasurer	Finance
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Jonathan Dill	Trustee	Academic
Deborah J. Hall	Trustee	Governance
Stacy Haislip	Trustee	Finance
Christina Socias	Trustee	Academic

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

SCHOOL OVERVIEW

Brooklyn Emerging Leaders Academy Charter High School (BELA) is authorized to serve students in 9th-12th grade in New York City Community School District (CSD) 16. BELA is a single-gender school, open to students who identify as women. BELA is located in a New York City Department of Education (NYC DOE) building at 125 Stuyvesant Ave in the Bedford-Stuyvesant neighborhood of Brooklyn, New York. The State University of New York (SUNY) Trustees approved the original charter for BELA on June 13, 2016, and we welcomed our first class of 63 9th grade students in September 2017. BELA was renewed for a five-year term, extending our charter through 2027.

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: BELA is where young women discover their talents and passions and grow into agents of change.

Scholarship: BELA provides a rigorous college preparatory curriculum designed to prepare students to persist and succeed in the colleges and careers of their choosing.

Strength: BELA develops students' social and emotional health by focusing on the principles of relationships, mind and body, creativity, purpose, and growth mindset.

Service: BELA encourages leadership and volunteerism and addresses the service-learning aspect of the mission by developing students' advocacy, public speaking, and debate skills.

We achieved our chartered plan of becoming an International Baccalaureate (IB) school, receiving official designation as an IB Diploma Programme (DP) school by the IB in May 2019. All BELA students are expected to complete five Regents exams that are required for a Regents Diploma by the end of Grade 10. In Grade 11 and 12, students follow one of our academic pathways. While all students who graduate from BELA take at least one IB course (Theory of Knowledge is required for all students), students in the IB DP pathway complete at least six IB courses. For students who are not pursuing the DP, we offer the Science, Technology, Engineering, Arts, and Mathematics (STEAM) pathway.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	58				58
2018-19	57	62			119
2019-20	69	46	54		169
2020-21	69	71	48	50	239
2021-22	63	72	69	51	255

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS Day) in the 2021-22 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 9th 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 30th
2020-21	2017-18	2017	52	1	51
2021-22	2018-19	2018	53	1	52

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 but not limited to 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 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	51	1	52
2021-22	2018-19	2018	50	50	52

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	50	2	52

PROMOTION POLICY

	NYS	BELA
Required Credits		
English	8	10
Social Studies	8	8
Math	6	8
Science	6	8
Language Other Than English	2	8
Art	2	2
Health	1	2
PE	4	4
Electives	7	10
Total	44	60
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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

BELA will maintain high graduation rates each year.

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.

RESULTS AND EVALUATION

The school achieved this measure. 89 percent of the 2020 cohort and 94% of the 2021 cohort earned greater than 8 credits in 2021-22. We offer opportunities for credit recovery throughout the high school years.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	66	89%
2021	65	94%

ADDITIONAL EVIDENCE

BELA students tackle many credits in grades 9 and 10 to allow for space in their schedule for other requirements in the upper grades so most have at least enough credits to be promoted.

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

BELA did meet the accountability measure for Regents proficiency in the 2021-22 school year. In 2021-22, 91% of students passed or were exempt from at least three Regents exams.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	50	86%
2019	2020-21	67	97%
2020	2021-22	66	91%

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 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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 above the graduation goal.

RESULTS AND EVALUATION

In 2021-22, we met this goal, with 92% of students in the 2018 Cohort graduating in their fourth year. The same 96% of the 2017 Cohort graduated after five years in the cohort.

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

[1] The state's guidance for the multiple graduation pathways can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	52	50	96%
2018	2021-22	52	48	92%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	52	50	96%

Additional Evidence

We have been in touch with one of the 2017 students who did not graduate. She is pursuing her GED and admission in a 2-year college.

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. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

Results and Evaluation

BELA achieved this measure with its second four-year graduation rate at 92% compared to the local district 16's most recent rate of 64% in 2020-21. BELA surpassed the district by 28 percentage points.

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	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20				433	60%
2017	2020-21	52	50	96%	362	64%
2018	2021-22	52	48	92%		

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 bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

No students utilized the 4+1 Pathway graduation pathway in 2020-21.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Our four-year graduation rate for the 2018 Cohort was 92%, which exceeded our target of 75% by 17 percentage points. The percent of students passing three Regents exams by their second year in high school stands at 91 percent, which is a small dip from 2021. We look forward to gaining real data from Regents pass rates when there are no longer exemptions in play. Additionally, in the past four years, greater than 91% of our first- and second-year cohorts consistently earned enough credits to be promoted to the next grade. This is a strong predictor that those students will be on track to graduate within four years.

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

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.	Achieved
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.	Unable to Assess

ACTION PLAN

Going forward, BELA will utilize the following strategies to ensure all students receive the support and guidance necessary to graduate high school.

- Continued emphasis on attendance and social emotional health through the Student Life department. Student Life is integral in maintaining an environment that centers students' mental health and recognizes that students come to us with trauma that must be addressed to facilitate access to our academic program. At the heart of our approach is a focus on building relationships with students, their families, and the community at large and cultivating a community where all members feel safe.

- Saturday Academy twice a month for students with the highest needs while students who are performing at or above grade level will have the option to participate in acceleration activities during Saturday Academy.

- Postsecondary readiness classes - Refining postsecondary readiness classes to include lessons on GPA, BELA's graduation pathways, and ensuring students are able to respond to key questions regarding their development as a high school student - what are your interests, what are your strengths, what do you want to do after high school, and what careers are you interested in.

- BELA CO-OP is the newest initiative at BELA to increase the career readiness and exposure of our students. Students in the BELA Honors and Regents pathway all participate in this year-long program, where they are matched with a staff supervisor to build workforce ready skills while supporting all departments at BELA including the operations team and classroom teachers. Students participate in evaluations and upon successful completion of the program will earn elective credit.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students at BELA will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

BELA supports students throughout their junior and senior year with every step of the college and career process. Through a rigorous college preparatory curriculum, service-learning initiatives and a commitment to cultivating a spirit of ownership within each young woman, BELA students will attend and graduate from college. BELA's mission, college preparatory curriculum, student leadership opportunities, access to mental health services and approach to building community is fostering the new generation of leaders that our communities need.

Our annual symposium is described below in a press release:

The Women's Symposium is BELA's signature event honoring Women's History Month and it caps off a full month of activities for BELA students recognizing the achievements of notable women throughout history. The theme of this year's virtual event is "And Still We Rise," celebrating the role of resilience in the professional lives of women. The event features curated panel discussions and career workshops that enables students to engage in insightful, one-on-one conversations and explore the vast array of professional opportunities open to them.

Participants included:

- Iro Omere: U.S. Congressional Candidate – Texas District 4
- D. Woods: Multi-hyphenate Artist & Founder and CEO of WoodGrane Entertainment
- Dr. Sandra J. Dupree: Executive Director Hyde Leadership Charter School – Brooklyn
- Gwendolyn Lewis: Community Coordinator FDNY Office of Recruitment and Retention
- Alfia Ilicheva Co-Founder: WIN: Women in Innovation
- Dr. Mavel Velasco: Professor Emeritus of Hispanic Studies, Virginia Wesleyan University

The Symposium has an impressive history of welcoming a wonderfully diverse panel of professionals and sponsors from industries as wide-ranging as arts and entertainment, business and entrepreneurship, education and nonprofit, health and wellness, law and government, and science and technology. Participants have included CBS, Teen Vogue, Google, IBM, Gap Inc, Buzzfeed, Goldman Sachs, NYPD, Vimeo and Turner Construction.

Goal 2: Absolute Measure

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;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

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 indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

The school achieved this measure with 81 percent of the graduates scoring at the college readiness level on one or more indicator.

Percentage of the 2018 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
SAT Reading Score 480	48	18	47%
SAT Math Score 530	48	3	6%
CUNY Reading Proficiency Exam	48	48	100%
CUNY Math Proficiency Exam	47	38	81%
IB Exam Score of 4+	24	23	96%
Overall	48[2]	38	81%

[2] This number should match the number of graduates reported under the high school graduation goal.

ADDITIONAL EVIDENCE

We'd like to highlight that 24 of our students sat for at least one IB exam, but most attended all IB content classes in their senior year. 96% earned at lease a 4 on at least one exam.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The school achieved this measure. 86 percent of 2017 cohort students who graduated in 2021 confirmed they attended college within the first year after graduation.

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
2017	2020-21	50	43	86%
2018	2021-22	48	Pending	

SUMMARY OF THE COLLEGE PREPARATION GOAL

BELA achieved both college preparation metrics. Eighty-one percent of the graduates performed at the college readiness level on one or more indicator. Eighty six percent of the 2021 graduates matriculated in a 2 or 4-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
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.	Achieved

ACTION PLAN

Although our college preparation programming is firmly in place, we are always adding to the ways we can instill success in our graduates. Part of that is keeping track of our graduates and ensuring we prepare our students for life outside of BELA.

Going forward, we will be focusing on the following initiatives in 2022-23:

- **College Application Bootcamp**: Starting in July 2021, we introduced a college application "bootcamp" for rising seniors. Led by the Dean of Postsecondary Success, the bootcamp is a one-week program that covers all of the main components of college applications and provides time for students to work on their applications with the guidance of BELA staff.
- **SAT Prep**: BELA students have access to SAT prep through the Harlem Educational Activities Fund (HEAF), which provides after school programming and SAT preparation for BELA students.
- **Advanced Standing**: We are ensuring as many students as possible will graduate with college credit; through a budding partnership with College Now and through work we do with our IB students on working with their universities to gain credit for their IB scores.
- **BELA Honors**: We introduced the option of pursuing the BELA honors diploma starting in 2020-21. The BELA Honors pathway will become an additional method to demonstrate college readiness for students who do not choose to pursue the IB diploma. In 2022-23 the three pathway options were:

    1. BELA Regents – 44 credits
    2. BELA Honors – 53 credits
    3. BELA IB – 60 credits

- **Beyond BELA**: All students are expected to participate in at least one week of summer enrichment activities in our "Beyond BELA" program. Participation in Beyond BELA supports the growth of well-rounded students and can be used to demonstrate intellectual curiosity or a passion for a particular topic when applying for college. Beyond BELA programs are typically either study abroad or pre-college programs, but may include other programs such as an arts, service, or sports intensive. We encourage students to travel outside of New York City for their program experience; families who need financial assistance with these trips are supported with our Beyond Bela fund. To date, we have supported 10 students on summer trips abroad. For example, we funded a student to go to Thailand in 2019 to work with animals as part of a Council on International Educational Exchange program. We have also had students participate in summer programs from schools such as Adelphi, Temple, Cornell, and Princeton. In 2022, BELA also ran an SYEP program on site for BELA students to gain work experience and career exposure. This was the second year of offering SYEP at BELA.
- **BELA Alumnae program**: Part of BELA's mission is for our students to graduate from college. That means that our work does not end when students complete 12th grade. As our first cohort of seniors graduated in June 2021, we are now focused on scaling our systems for tracking graduates and supporting our alumnae in college. This included hiring an alumnae coordinator who started in July 2021. Through a tiered system of support, and meaningful connections with alumni and their families, our Alumni Success program supports our students towards earning credentials and advancing in their postsecondary careers and lives.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

BELA students will become proficient readers and writers of the English language.

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 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The measure was not achieved as 50 percent of students earned a score in the Level 4 range on the NYS English Language Arts Regents exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[3]

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20				
2017	2020-21	51	5	23	50%
2018	2021-22	52	48	4	0

[3] Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018			54	0/2 = 0	52	0
2019			67	2/2=100%	65	80%
2020			64	--	66	29%
2021					65	45%

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 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

BELA did not track entering students who did not score at proficiency on the 8th grade NYS English Language Arts exam.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21		5	45	98%
2018	2021-22	52	48	4	50%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			54	1/2 =50%	52	50% (4)
2019			67	2/2 = 100%	65	100%
2020			64	--	66	63%
2021					65	91%

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

Goal 3: 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 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 the college and career readiness standard.

RESULTS AND EVALUATION

BELA did not track entering students who did not score at proficiency on the 8th grade NYS English Language Arts exam.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

BELA's second four-year cohort did not have to sit for the ELA Common Core Regents exam due to pandemic exemptions. 90 percent of the students who entered high school in the fall of 2021 and took the ELA Regents earned a score of at least a 65 after just one year at BELA. The exam is often not given until junior year.

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.	Did Not Achieve (most exempt)
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.	Did Not Achieve (most exempt)
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
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.	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 8th 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.	Unable to Assess
Growth	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 least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Unable to Assess

ACTION PLAN

The following **ELA Department Practices** have our attention in 2022-23:

Departments will be specifically focusing on:

1. Norming student work rubrics;
2. Setting departmental goals for the 2022-23 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma;
3. Ensuring consistency in high-quality instructional strategies within each department teacher's classroom
4. Creating high quality learning tasks that demand higher order thinking, invite students to take ownership and involve productive struggle. Learning tasks will be measured against a Quality Assurance Checklist.
5. Participating in adult work tuning protocols to garner feedback about student facing learning tasks from subject team teachers

Instruction: We are continuing to develop teachers' use of project-based learning (PBL). Project-based instruction is at the forefront of our approach to teaching and learning at BELA. In 2021-22, we worked with Inquiry Schools to refine our foundations of PBL established in 2020-21.

IB Curriculum: By 2024, our goal is to have at least two IB Diploma Program (DP) cohorts each year. Concurrent to an increase in students participating in the IB DP, our goal is to expand our IB course offerings so that students have choices within each IB-required subject area. We are focused on infusing IB preparation into 9th and 10th grade coursework to ensure that all students have the foundation they need to excel in our IB pathway.

Library: Hired a part time librarian who has curated nearly 2000 titles. As we build BELA's first library it's important to our community that the space offers access to an extensive selection of books, but also acts as a holistic and thorough research and information hub. Our library offers school wide access to research databases like Jstor and EBSCO. For an International Baccalaureate (IB) institution, it's crucial that students become fluent in college level research modules and have

access to academic journals and primary documents. We also offer students digital design and art tools on the library desktop computers, like Adobe Creative Suite and Final Cut Pro, to supplement the IB film classes as well as foster a sense of creative exploration, individual art production and associated with tech literacy.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

BELA students will become proficient in the application of mathematical skills and concepts.

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 State Education Department currently 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

This measure was not achieved in 2021-22 as 15 percent achieved a level 4 on a math Regents. Almost all of the 2018 accountability cohort received a math Regents exemption, but some did sit for a math Regents, so we want to report the data we did collect. Although the vast majority of U PREP scholars pass a math Regents prior to graduation, we are still working to increase rigor to improve student mastery level and improve the heights of success on exam scores.

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

Cohort	Fourth Year	Number in	Number exempted with No	Number Scoring at	Percent Scoring at Least Level 4 Among Students with Valid

		Cohort (a)	Valid Score (b)	Least Level 4 (c)	Score (c)/(a-b)
2017	2020-21	51	11	8	20%
2018	2021-22	52	51	48	15%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018			54	7/39 = 18%	52	15%
2019			67	3/13= 23%	65	16%
2020			64	--	66	0
2021					65	18%

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 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 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

BELA achieved this measure with 79% of all students in the 2018 Accountability Cohort passing a math Regents exam with a Level 3 (65 or better). Although 51 students are exempt, 38 students did take a math Regents assessment in their four years in high school.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	11	40	100%
2018	2021-22	52	51	38	79%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			37/39= 95%	37/39= 95%	52	79%
2019			12/13 = 92%	12/13 = 92%	65	53%
2020			--	--	66	100%
2021					65	64%

Goal 4: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

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 exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

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 exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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

BELA does not have access to the graduating students' 8th grade NYS math exam results.

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.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

79% of the BELA 2018 Accountability Cohort students who took a math Regents, passed a math Regents in their four years in high school.

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.	Did Not Achieve
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.	Achieved
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	N/A

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
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.	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 8th 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.	Unable to Assess
Growth	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 least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess

ACTION PLAN

Department Practices: In the 2022-23 school year, we will continue to strengthen our departments' practices and procedures. Departments will be specifically focusing on:

1. Norming student work rubrics;
2. Setting departmental goals for the 2022-23 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma;
3. Ensuring consistency in high-quality instructional strategies within each department teacher's classroom
4. Creating high quality learning tasks that demand higher order thinking, invite students to take ownership and involve productive struggle. Learning tasks will be measured against a Quality Assurance Checklist.
5. Participating in adult work tuning protocols to garner feedback about student facing learning tasks from subject team teachers

Instructional Practices

- Intentional content- specific vocabulary lessons and assessments to increase math literacy
- Daily reviews that reinforce prerequisite skills
- High quality formative assessments in the form of checks for understanding
- Utilization of technology (calculators and online math applications)

Double-Blocked Math: After our experience with our first three cohorts, we identified that math outcomes did not increase as much as desired. In response, we added a double block of math starting in 2020-21 for all students. Our students need support to make the leap from procedural math (e.g., rote memorization) to conceptual math (e.g., dissecting a word problem). In 2020-21, reading and writing in math classes focused on "translating from English to algebra" through

unpacking math problems and writing responses. In double math blocks, students complete an exit ticket after the first block. In the second block, students are grouped according to how they performed on the exit ticket, with some accelerating to an advanced application of the math standard and some continuing to work on the standard.

Literacy Focus: By 2024, our goal is to have at least two IB Diploma Program (DP) cohorts each year. To ensure student success in IB Mathematical Studies their junior year, teachers are focused on incorporating math literacy into all math courses. In addition to intentional content specific vocabulary instruction, teachers plan lessons that include reading mathematical texts and require students to demonstrate their understanding through writing about math. During their senior year, students are required to write a 1200-word essay about a mathematical topic of their choice.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

BELA students will demonstrate competency in the understanding and application of scientific reasoning.

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 the Living Environment and the Chemistry exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

BELA achieved this measure with 80% of all students tested in the 2018 Accountability Cohort passing a science Regents exam with a 65 or better. Although all students received an exemption for the science Regents requirement, we encouraged students to sit for the exams to reflect on the mastery of content they gained during the class.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[4]					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	21	33	97%
2018	2021-22	52	52	39/49 Took	89%

Additional Evidence

Students in the upcoming accountability cohort years are making gains in this measure.

Science Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			54	39/40= 98%	52	80%
2019			67	13/13= 100%	65	73% (15)
2020			64	--	66	100% (6)
2021					65	50% (59)

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.

The calculation of this measure is not required for 2021-22.

Summary of the High School Science Goal

The school achieved the absolute measure in high school science, having 80% of those who took a science Regents passing the exam with at least a 65.

Action Plan

Department Practices: In the 2022-23 school year, we will continue to strengthen our departments' practices and procedures. Departments will be specifically focusing on:

1. Norming student work rubrics;
2. Setting departmental goals for the 2022-23 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma;
3. Ensuring consistency in high-quality instructional strategies within each department teacher's classroom

[4] Based on the highest score for each student on any science Regents exam

4. Creating high quality learning tasks that demand higher order thinking, invite students to take ownership and involve productive struggle. Learning tasks will be measured against a Quality Assurance Checklist.
5. Participating in adult work tuning protocols to garner feedback about student facing learning tasks from subject team teachers

Instructional Practices:

- Focus on data analysis and interpretation
- Focus on lab reports and lab write ups to increase science literacy skills.
- Explicit instruction on research skills to support students when conducting background research and formulating hypotheses for labs.

Computer Literacy: In the 2022-2023 school year, we introduced a STEAM course focused on the Adobe Suite in order to increase students computer literacy. All students entering BELA participate in this course to build their foundational computer skills and design applications. In core science courses such as Biology and Chemistry, students are participating in virtual labs to develop their computer literacy skills.

Self-Wellness: In the 2022-2023 school year, there is interdisciplinary collaboration between Biology and Family Life and Sexuality Education (FLSE). The courses are focused on supporting students in the development of their self-advocacy skills and their self-wellness. Biology classes are focusing on the scientific teaching of the Human Reproductive System to build foundational knowledge of how human bodies work. This is coupled with lessons in FLSE that focus on self-advocacy and moving beyond how the body works to begin considering how the body works and how your body is telling you it's feeling.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

BELA students will understand, analyze and evaluate history and geography.

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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

This year's 2018 accountability cohort is exempt from the social studies U.S. History Regents exam requirement.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	11	39	98%
2018	2021-22	52	52	--	--

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			54	Exempt	52	Exempt
2019			67	Exempt	65	Exempt
2020			64	Exempt	66	Exempt
2021					65	Exempt

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.

The Institute does not require charters to report on this measure for 2021-22.

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

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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

This year's 2018 accountability cohort is exempt from the social studies Global History Regents exam requirement.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	51	49	2	100%
2018	2021-22	52	52	--	--

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			54	3/3 = 100%	52	Exempt
2019			67	--	65	Exempt
2020			64	--	66	Exempt
2021					65	Exempt

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.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

Although all students in the 2018 accountability cohort received an exemption from the social studies Regents requirements for graduation, 21 of our scholars too an IB History course with 38% receiving a score of at least 4.

ACTION PLAN

Department Practices: In the 2022-23 school year, we will continue to strengthen our departments' practices and procedures. Departments will be specifically focusing on:

1. Norming student work rubrics;
2. Setting departmental goals for the 2022-23 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma;
3. Ensuring consistency in high-quality instructional strategies within each department teacher's classroom
4. Creating high quality learning tasks that demand higher order thinking, invite students to take ownership and involve productive struggle. Learning tasks will be measured against a Quality Assurance Checklist.
5. Participating in adult work tuning protocols to garner feedback about student facing learning tasks from subject team teachers

Civic Engagement*:* In the 2022-2023 school year, teachers will focus on incorporating participatory learning tasks into the History curriculum to encourage civic engagement. In the fall there will be a voter registration drive to encourage all students to register to vote. Social Studies teachers will coordinate with local government officials to visit the school and speak with students about their journey into politics. In both the 20-21 and 21-22 school year, New York City council member and Brooklyn native, Chi Osse, visited students in their history class to speak about his role and platform as a council member.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

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

The school met this measure and remained in Good Standing in 2021-2022.

ADDITIONAL EVIDENCE

The school continues to be in good standing throughout this term.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

OPTIONAL GOAL VIII: SERVICE AND LEADERSHIP

Goal 8: BELA students will become the best versions of themselves.

Goal 8: Absolute Measure

100 percent of students will complete 100 hours of community service by the end of grade 12.

RESULTS AND EVALUATION

BELA achieved this metric. All students who graduated in 2022 completed at least 100 hours of community service.

Goal 8: Absolute Measure

100 percent of graduating students will score satisfactorily on their senior capstone project as measured by BELA's scoring rubric.

RESULTS AND EVALUATION

BELA achieved this metric.

Goal 8: Absolute Measure

100 percent of students in grades 9 and 10 will score satisfactorily on their service project as measured by BELA's scoring rubric.

RESULTS AND EVALUATION

BELA achieved this metric.