



**Brooklyn Emerging Leaders
Academy Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Nicia Fullwood

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School and Shannon Riley, Dean of Advancement prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Name	Office	Committees
Diane Nathaniel	Chair	Academic
Brenda Canty	Vice Chair	External Affairs
Michael Lackwood	Treasurer	Finance
Alma Mends	Trustee	Governance
Iyamaani Aytes	Trustee	External Affairs
Mellanie Garner	Trustee	Governance
Andre McKenzie	Trustee	External Affairs
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. In 2021, we celebrated the graduation of 50 seniors (a 96% four-year graduation rate), 41 of which attended BELA for all four years of high school.

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.

In March 2020, after just over two years of operation, we were faced with the challenge of school closure due to the COVID-19 pandemic. On March 17, 2020, BELA transitioned our program to a fully remote paradigm and continued to offer remote learning through the close of the 2019-20 school year. The 2020-

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21 school year began remotely and continued through March 2021. On September 14, 2020, after COVID-19 infection rates decreased and vaccinations began, BELA shifted to a hybrid program.

BELA has established a system of data analysis, teacher observation, and student feedback that contributes to an ongoing growth mindset. Our data cycle begins at the start of each school year with a “deep dive” into student data that is used to inform strategies for the upcoming school year.

BELA’s organizational structure includes four social workers who report to the dean of student life, who is also a licensed clinical social worker. Each social worker is assigned to a cohort of students and stays with that cohort until they graduate. In addition, we also have the support of social work interns. BELA’s strong mental health structure was critical when our students faced the trauma of the COVID-19 pandemic and the heightened awareness around racially-motivated violence in the 2019-20 and 2020-21 school years. We saw an increase in students experiencing crises, including five students who were hospitalized as well as two students who lost a parent due to the COVID-19 pandemic. We provided additional, individualized support for students with mental health interventions in the 2019-20 and 2020-21 school years. We are intentional about differentiated support for each student to ensure that they are able to participate in school while facing mental and/or physical health challenges.

In 2020-21, we conducted a self-assessment using the School Health Assessment and Performance Evaluation System (SHAPE) rubric. SHAPE helps schools map their school mental health services and supports and assess system quality using national performance standards. We are using the tools from SHAPE to codify and expand our mental health program. Following recommendations from SHAPE, in the 2020-21 school year we established a School Mental Health Team (MHT). The MHT includes our head of school, dean of student life, social workers, a SHAPE social worker, and parent, teacher, and student representatives. The MHT meets once a month to review the results of the SHAPE survey and identify strategies to improve in certain domains.

Led by our dean of student life, the student life department 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.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	58				58

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2018-19	57	62			119
2019-20	69	46	54		169
2020-21	69	71	48	50	239

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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
2020-21	2017-18	2017	52	1	51

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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.

2020-21 marks the first year Brooklyn Emerging Leaders Academy Charter School has a fourth year cohort.

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)
2020-21	2017-18	2017	51	1	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

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.

RESULTS AND EVALUATION

BELA achieved this measure having all students in their first and second year in the high school cohort earning the minimum number of credits and being promoted to the next grade. In the past four years, nearly 100% 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	67	100%
2020	64	100%

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 and 2020-21, 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 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

BELA achieved this measure with 97 percent of students in their second year of high school receiving credit for passing at least three different NYS 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)
2017	2018-19	63	49%
2018	2019-20	50	86%
2019	2020-21	67	97%

ADDITIONAL EVIDENCE

The percentage of students earning credit for at least three Regents has improved year to year.

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 2017 cohort and graduated four years later and those who entered as members of the 2016 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.

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

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

RESULTS AND EVALUATION

This graduation metric was achieved in our first year having graduates. 96 percent of our scholars graduated from BELA after four years in high school.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2017	2020-21	52	96%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2020-21	Not Applicable	--

ADDITIONAL EVIDENCE

We exceeded our graduation target for our first cohort of graduates, the 2017 Cohort. 96% of our 2017 Cohort graduated in four years. This Cohort comprised:

- o 76% ED students;
- o 2% ELLs;
- o 18% SWD;
- o 6% designated as homeless or in foster care;
- o 75% are first-generation college-bound students;
- o 82% self-identified as Black; and
- o 14% self-identified as Hispanic.

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 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

BELA achieved this measure with its first four year graduation rate at 96% compared to the local district 16’s most recent rate of 60% in 2019-20. BELA surpassed the district by 36 percentage points.

Percent of Students in the Total Graduation Cohort who

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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
2016	2019-20			433	60%
2017	2020-21	52	96%		

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2017 Cohort was 96%, which exceeded our target of 75% by 21 percentage points. The percent of students passing three Regents exams by their second year increased between the 2017 and 2018 Cohorts from 49% to 86%. 100% of the 2019 cohort have credit for passing at least three Regents exams, but that includes exemptions. Additionally, in the past four years, nearly 100% 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
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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.	Met
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
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.	Met
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

Returning to In-Person Learning in 2021-22

Returning to In-Person Learning: Unit Zero

Although BELA historically enrolls students with a range of incoming levels of proficiency, in the 2021-22 school year we are anticipating an even greater range of entering proficiency levels due to students' divergent experiences during hybrid and/or remote learning in 2019-20 and 2020-21. We are particularly focused on our incoming 9th grade and rising 10th grade students. These two cohorts have never experienced a "normal" year at BELA. To mitigate learning loss and support entry or reentry to an in-person program, our 2021-22 school year will begin with "Unit Zero," which will start before our standard curricular programs. We will administer diagnostic assessments from the Performance Series at the beginning of Unit Zero.

While we recognize that many 9th grade students will arrive at BELA with Regents credit, all students will have schedules with a standard course load regardless of Regents status. If a student demonstrates proficiency in Algebra I or Biology after taking Unit Zero summative assessments, they may be placed in a higher-level course.

Recovering Learning Loss: Saturday Academy

In 2021-22 we will be introducing Saturday Academy twice a month. Saturday Academy will be taught by BELA staff and will give students the opportunity to recover learning lost from the COVID-19 period. Saturday Academy will be required 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.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared for college and career success.

Part of our work to prepare BELA students for college and career readiness includes our annual Women’s Symposium, which is an event that provides students with a wide range of examples of successful professional women in various fields. During our Symposium, women from various industries speak to BELA students on a series of panel discussions. In our first two Symposiums, we also invited students from area schools including Madiba Prep Middle School in CSD 16 and Beginning with Children II Charter School.

In March 2021 we hosted our third annual Symposium, which we successfully held virtually after cancelling the 2019-20 Symposium due to the pandemic. The theme of the Symposium was “Owning Our Legacy.” During this event, BELA scholars had the opportunity to attend panel discussions from over 100 women in a variety of careers, from fashion to medicine, and hear these women reflect on their careers, the legacies they’ve inherited, and the legacy they are creating.

Students learned about potential career pathways and had the experience of communicating directly with someone in a field of their interest. The Symposium gives valuable formative experiences as well as the motivation to pursue above and beyond what is required.

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; or,
- 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.

In addition to (and in the absence of) Regents scores, we measure college readiness through SAT data, IB diploma rates, and City University of New York (CUNY) placement outcomes. Our IB DP is a two-year program that students follow to earn an IB diploma, which is recognized by universities and colleges across the world.

- *CUNY Placement:* The CUNY College’s intake placement test is used to determine if students entering the CUNY program need remediation or are ready for standard college-level courses. In our first administration of this assessment, all 50 of our graduates took the exam; 90% scored “college ready” in reading and writing and 76% scored “college ready” in math.
- *SAT:* While the 2020 SAT was cancelled, 42 11th grade students took the SAT in 2021. In 2021, despite the extraordinary challenges faced by students during the COVID-19 pandemic, 48% (20 of 42) of our 11th grade students who took the SAT scored at or above the benchmark for college readiness in ELA.

RESULTS AND EVALUATION

BELA fell just short of this college readiness metric having 73% of students demonstrate college readiness through one of the indicators listed in the below table.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage of Graduates who Achieved Indicator
NYS English Regents 75 AND Common Core Math Regents (Algebra I or Geometry) 70	50	28	56%
Total IB Diplomas Awarded	11	6	55%
CUNY College Ready in Math	50	38	76%
CUNY College Ready in Reading and Writing	50	45	90%
Overall	161	117	73%

ADDITIONAL EVIDENCE

As noted, BELA hosted its third Symposium in 2020-21. The Executive Superintendent of the NYC DOE’s Queens South, Dr. Mauriciere De Govia, gave an inspiring keynote address. During the Symposium students had the opportunity to create personal “elevator pitches” and share them with panelists during a networking lunch. In addition, upper school students were given the opportunity to co-facilitate panels with a BELA staff member. Students learned about potential career pathways and had the experience of communicating directly with someone in a field of their interest. The Symposium gives valuable formative experiences as well as the motivation to pursue above and beyond what is required.

Goal 2: Absolute Measure

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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 calculation of this measure is not required for 2020-21.

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 calculation of this measure is not required for 2020-21.

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 2020-21 and provide preliminary matriculation data for 2017 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

IB and College Readiness Outcomes

In addition to (and in the absence of) Regents scores, we measure college readiness through SAT data, IB diploma rates, and City University of New York (CUNY) placement outcomes. Our IB DP is a two-year program that students follow to earn an IB diploma, which is recognized by universities and colleges across the world.

- *CUNY Placement:* The CUNY College’s intake placement test is used to determine if students entering the CUNY program need remediation or are ready for standard college-level courses. In our first administration of this assessment, all 50 of our graduates took the exam; 90% scored “college ready” in reading and writing and 76% scored “college ready” in math.
- *SAT:* While the 2020 SAT was cancelled, 42 11th grade students took the SAT in 2021. In 2021, despite the extraordinary challenges faced by students during the COVID-19 pandemic, 48% (20 of 42) of our 11th grade students who took the SAT scored at or above the benchmark for college readiness in ELA. We attribute this to our strong 9th and 10th grade foundation in ELA as well as our IB courses in 11th grade, which include a substantial focus on reading and writing. In math, six of our 11th grade students met the SAT’s college readiness benchmark. As we progress through our next charter term, our goal is addressing the gap between ELA and math to ensure that our students are prepared for college-level work in math as well as ELA. In addition, we will continue to prepare students for the SAT with the aim of matching and exceeding the state average for combined total SAT score by 2027.
- *IB DP:* In the 2020-21 school year, our first cohort of IB DP students completed the program. Fifteen students (30% of the 2017 graduation cohort) were part of this first IB DP cohort. For 2020-21, our goal was to have 10% of our first cohort receive an IB diploma. As the tables below show,

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we exceeded that goal, with 22% of our first cohort receiving an IB diploma. Currently, 21 (39%) students in our 2018 Cohort are participating in the IB DP and we expect that 25 (37%) of our 2019 Cohort will begin the IB DP in 2021-22 as 11th graders. Of the six students who achieved an IB diploma, four (66%) were classified as ED, in addition eight ED students and two SWD attempted at least one IB exam in 2020-21.

ADDITIONAL EVIDENCE

As part of our “IB for All” design, all 50 graduates took at least one IB course. 15 students participated in our IB DP; of this group, 11 students completed the requirements to apply for an IB diploma, and six received an IB diploma. As a result of students’ participation in IB exams, over half of our graduates earned some form of college credit. Students saved thousands of dollars, including one who received a full year of college credit at Sarah Lawrence College and one who received 23 credits at City College (19% of a bachelor’s degree).

SUMMARY OF THE COLLEGE PREPARATION GOAL

2020-21 marks the year of our first group of graduates. Students in our 2017 Cohort were accepted to over 75 colleges and universities, including Bard College, Barnard College, Cornell University, Haverford College, Middlebury College, Mount Holyoke College, Sarah Lawrence College, Spelman College, Vassar College, the University of Minnesota, and Wellesley College. In addition, students were accepted to 23 different SUNY colleges. Specific data regarding matriculation will be collected in the coming year.

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.	Not Met
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.	Pending

ACTION PLAN

Going forward, there are several programs that will continue to develop and support students’ as they prepare to succeed at the college level.

College Application Bootcamp

Starting in July 2021, we introduced a college application “bootcamp” for rising seniors. Led by the director of college success and the senior class social worker, 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 offers SAT prep through the Harlem Educational Activities Fund (HEAF), which provides after school programming and SAT preparation for BELA students. We emphasize the importance of SAT scores in the college application process and will encourage students to participate in our SAT preparation program. Our goal is to exceed the State average for SAT scores by 2027.

Advanced Regents Pathway

Historically, we have not focused on the attainment of an Advanced Regents diploma at BELA. However, in response to student and staff feedback we are introducing the option of pursuing an Advanced Regents diploma starting in 2021-22. 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 2021-22 the three pathway options will be:

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

All students will be eligible to participate in the BELA Honors pathway given that BELA requires students to achieve a Regents diploma by the end of 10th grade. Our focus going forward will be to educate students and their families about the three pathways and how to determine the best fit for each student.

Ethnic Studies Writing Center

BELA will continue to develop our Ethnic Studies program. As part of this work, we are launching a student-led writing center in 2021-22. The writing center will be a dedicated space where students can receive one-on-one writing guidance regardless of their level. The center will offer support for struggling writers as well as enrichment opportunities for accelerated students. Our Ethnic Studies department leader will oversee the center and train upper school students to tutor lower school students in the writing center. We anticipate that the writing center will allow BELA students to hone the strong writing skills that they will need for success in college, as well as giving advanced students the opportunity to develop their leadership and mentoring skills.

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 seven 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.

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 developing systems for tracking graduates and supporting our alumnae in college. This includes hiring an alumnae coordinator who started in July 2021. As part of a scholarship program at St.

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John's University, two BELA alumnae will be participating in a work-study program at BELA during which they will work with the alumnae coordinator to help the school stay connected with graduates. We will also be conducting two surveys to invite feedback from alumnae on their academic readiness for college. Our goal is to measure how ready BELA graduates are for college academics and whether and how they have accessed support available on campus. The alumnae coordinator will organize regional BELA alumnae events. In addition, we have the goal of creating an alumnae network so that BELA graduates may participate in supporting future generations of BELA graduates.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in English Language Arts.

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 and 2020-21, some students in the 2017 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.

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by Fourth Year Accountability Cohort²

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)
2017	2020-21	51	5	23	50%

ADDITIONAL EVIDENCE

Students at BELA take all of their Regents exams in the first two years in high school, but they continue to receive instruction in Language Arts and can participate in the aforementioned Writing Center to improve skills and practice writing in a variety of ways. The IB program emphasizes these skills as well. Very few of our students in the other cohorts sat for the ELA Regents due to COVID.

Percent Achieving at Least Level 4 on Regents English Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	63	68%			51 (5E)	50%
2018	50	--%			54	0/2 = 0
2019					67	2/2=100%
2020					64	--

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 and 2020-21, some students in the 2017 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

² Based on the highest score for each student on the English Regents exam

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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 achieved this ELA accountability measure, having 98 percent earn a score of at least a level 3 or above. Very few students in the second and third year cohorts sat for the ELA Regents.

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

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	5	45	98%

Percent Achieving at Least Level 3 by Cohort and Year of those Who Tested

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	68%	57	96%	51	45/46 = 98%
2018	50	--	50	--	54	1/2 = 50%
2019			62	--	67	2/2 = 100%
2020					64	--

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 calculation of this measure is not required for 2020-21.

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 calculation of this measure is not required for 2020-21.

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

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

The calculation of this measure is not required for 2020-21.

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 calculation of this measure is not required for 2020-21.

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

BELA did not track entering students who did not score at proficiency on the 8th grade NYS English Language Arts exam, but will collect that info going forward.

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.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

BELA’s first four year cohort did well passing their Regents primarily in the first two years of high school, so they have scores even though most Regents exams were not administered in 2020 and 2021. 98 percent of the 2017 Accountability Cohort earned at least a Level 3 on the NYS ELA Regents.

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	Did Not Meet

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	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	Met
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 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.	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 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.	Unable to Assess

ACTION PLAN

The following plans for our return to in-person instruction and recovering from 18 months of COVID-19 shifts in teaching and learning:

Professional Development for the Return to In-Person Learning

After students began attending our hybrid program in 2020-21, we discovered that both students and teachers needed a “refresh” on our school expectations. We identified that teachers needed more practice with classroom management and that students and teachers would benefit from a review of school norms and consequences.

In 2021-22 we will be investing in professional development (PD) to support our goals for the year, aligned to supporting our students' return to in-person learning. We will be providing teachers with PD on:

1. *Building classroom culture and classroom management:* After the 2019-20 and 2020-21 school years were disrupted by COVID-19, teachers will be focused on students' experience re-entering the classroom. Teachers will be provided with more professional development time to review

schoolwide expectations for routines and procedures. This will support a positive transition back to in-person learning for both teachers and students.

2. *Healing after trauma:* We expect that students will return to school with trauma from the COVID-19 pandemic. Therefore, we are providing teachers with training to implement trauma-informed practices, including deregulation skills, relationship building, and how to approach unexpected situations. The maintenance of predictable routines is one example of trauma-informed practices that will be highlighted.
3. *Cultivating an Intervention Mindset:* Going forward, we are planning to devote more of BELA's daily "office hours" period to remediation. As part of this shift, we are emphasizing an "intervention" mindset with teachers during our summer professional development sessions to shape their work through the 2021-22 school year.

Department Practices

In the 2021-22 school year, we will be continuing to strengthen our departments' practices and procedures. Departments will be specifically focusing on:

- Norming student work rubrics;
- Setting departmental goals for the 2021-22 school year, including a set of progressing goals for grades 9 and 10 to prepare students for the International Baccalaureate (IB) diploma; and
- Ensuring consistency in high-quality instructional strategies within each department teacher's classroom.

Instruction

We are continuing to develop teachers' use of project-based learning (PBL). In our experience with remote and hybrid instruction, we identified that student engagement increased when teachers used project-based instruction. Going forward, we intend to place project-based instruction at the forefront of our approach to teaching and learning at BELA. We are working with Inquiry Schools to provide guidance and support in this initiative. Beginning in November of the 2020-21 school year, Inquiry Schools conducted a "creation and evaluation process" with all of our Regents courses to create PBL assessments for the end of the 2020-21 school year. As we continue working with Inquiry Schools in 2021-22, we will focus on refining the foundations 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.

National Equity Lab

Starting in the 2021-22 school year, we will be offering our students a Criminal Justice elective taught through Howard University. This course will be made possible by the National Equity Lab, a not-for-profit that delivers online college credit-bearing courses in teacher-led high school classrooms across the country.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Mathematics

Students will demonstrate proficiency in 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 and 2020-21, some students in the 2017 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

BELA did not meet this metric. 20 percent of students in the 2017 Accountability Cohort scored in the Level 4 range on a math Regents exam after four years in the cohort.

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

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)
2017	2020-21	51	11	8	20%

ADDITIONAL EVIDENCE

Students in the upcoming cohorts are demonstrating similar scores in Level 4.

Percent Achieving at Least Level 4 on a Regents Mathematics Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	63	37%	Regents Cancelled		51	8/40 = 20%
2018	50	--			54	7/39 = 18%
2019					67	3/13= 23%
2020					64	--

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 and 2020-21, some students in the 2017 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 math accountability measure with 100 percent scoring at least a level 3 on a NYS math Regents after four years in high school.

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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	51	11	40	100%

ADDITIONAL EVIDENCE

Greater than 92 percent of all students who have taken a math Regents exam passed with at least a level 3.

Percent Achieving at Least Level 3 on a Regents Mathematics Common Core Exam by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	70%	Regents Cancelled		51	40/40=100%
2018	50	58%			54	37/39=95%
2019					67	12/13 = 92%
2020					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 calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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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 calculation of this measure is not required for 2020-21.

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

Although 100 percent of the four year cohort passed a math Regents exam after four years in high school, only 50 percent of the scores were at level 4. Going forward, we will track students who tested below proficiency on the 8th grade math exam.

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.	Not Met
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.	Met
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

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	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 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.	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 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.	Unable to Assess

ACTION PLAN

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.

Please refer to the overall academic plans outlined in the ELA action plan.

Following are the plans our culture and social emotional learning:

Diversity, Equity, and Inclusion

As part of our school-wide diversity, equity, and inclusion efforts, BELA is focused on what it means to be inclusive as a single-gender school. In 2020-21, we partnered with the Hetrick-Martin Institute to audit our school culture and policies with the goal of increasing inclusivity. BELA teachers and leaders also participated in training offered by the institute in February and March 2021. As part of this work, we identified the following areas of focus for the 2021-22 school year:

- Reviewing our Family Life & Sexual Education to ensure inclusivity of transgender and genderexpansive students as well as LGBTQ + students;
- Adding gender-based violence, homophobia, transphobia, biphobia to BELAsEmpowerMENT language violations, including misgendering or using the wrong personal gender pronouns (PGPs) or using a name that doesn't affirm a student's personhood; and
- Collaborating with student leaders to co-create a set of student-facing “guiding principles.” that describe how members of the BELA community attempt to achieve our mission.

Leadership Academy

We are committed to supporting students as they return to school after experiencing the trauma of the COVID-19 pandemic. Part of this work will happen through our Leadership Academy (LA) structure. We anticipate that students will need support with best practices for learning in the classroom, what it means to be a student, and how to begin participating in meaningful social activities again. We will offer LA four times weekly in the 2021-22 school year, for 40 minutes in the morning and five minutes in the afternoon.

GOAL 5: SCIENCE

Goal 5: Science

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.

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, Chemistry in 2018-19. 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 and 2020-21, some students in the 2017 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 science metric with 97 percent of the 2017 cohort students passing a NYS science Regents with at least a 65 after four years in high school.

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

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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%

ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have a science regents pass rate of 98% and 100% respectively.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	61	48%	Regents Cancelled		51	34/35 = 97%
2018	50	68%			54	39/40= 98%
2019					67	13/13= 100%
2020					64	--

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 2020-21.

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

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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 and 2020-21, some students in the 2017 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

BELA achieved this U.S. History metric with 98 percent of the 2017 cohort students passing the social studies regents with at least a 65 after four years in high school.

**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%

ADDITIONAL EVIDENCE

Due to Regents cancellations, all other cohorts have not taken the U.S. History Regents.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	NA		Regents Cancelled		51	39/40=98%
2018					54	Exempt
2019					67	Exempt
2020					64	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 calculation of this measure is not required for 2020-21.

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.

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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 and 2020-21, some students in the 2017 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

Of the two students in the 2017 accountability cohort who took the Global History exam, both passed with a 65 or better.

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%

ADDITIONAL EVIDENCE

In addition, the only three students in the 2018 cohort who took the Global History Regents passed it.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	--	--	Regents Cancelled		51	2/2= 100%
2018	--	--			54	3/3 = 100%
2019					67	--
2020					64	--

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 calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. 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

BELA achieved this measure and continues to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

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.

RESULTS AND EVALUATION

100% of students completed at least 100 hours of community service each by the end of their 12th-grade year. Students were able to participate in virtual community service, such as letter writing campaigns to local politicians and holiday card writing for local hospitals and senior centers.

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.

RESULTS AND EVALUATION

All seniors are required to complete a capstone project; in 2020-21, 100% of seniors scored satisfactorily on their capstone project. Examples of senior capstone projects in 2021 included the design, and execution of a week of events to amplify Latinx voices at BELA and the design and execution of a semester-long course on cosmetology for lower-school students that culminated in a showcase of student-created beauty products.

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.

RESULTS AND EVALUATION

We measure service projects that students complete in their 9th and 10th grade years; in every year, 100% of students scored satisfactorily on their 9th or 10th grade service project.