



Brooklyn Emerging Leaders Academy

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School prepared this 2022-23 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
Andre McKenzie	Trustee	External Affairs
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Jonathan Dill	Trustee	Academic
Deborah 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.

Our Vibrant School Culture Lets Every Student Shine

A day in the life of a BELA student is never the same! On any given day, our students might be engaging with community leaders, restoring a neighborhood landmark, touring a museum or celebrating a victory on the court – extracurricular activities that we believe are equally as important as academics to a rich, well-rounded education.

Throughout the year, BELA students actively participate in events that celebrate the heritage, culture and contributions of women and women of color, and recognize and honor the experiences of all people of color. They use their voices to advocate, raise awareness and demonstrate solidarity around issues such as gun violence and mental health. Students enjoy opportunities to meet influential voices like Kiese Laymon, author of the memoir *Heavy*; singer-songwriter Justine Skye and Poet Nia Mora. Joyful celebrations such as BELA Spirit Week showcase the heart and creativity of all our young women!

- Annual Women's Symposium
- International Women's Day
- Black Excellence Week
- Black Lives Matter Week of Action
- Gun Violence Vigil
- Sisterhood Sit-In
- P.S. I Love You Day (mental health awareness)
- Denim Day (sexual assault awareness)
- LatinX Heritage Week
- Spirit Week
- Asian American Solidarity Week
- Mental Health Awareness Month

In addition, Go Grow encourages students to pursue their individual passions. From the culinary arts to the fine arts to the performing arts, Go Grow electives let students explore their interests and talents, learn or hone skills and clarify career paths in areas that fall outside of our required academic schedule. In their junior and senior years, students take on leadership roles as Go Grow facilitators. Go Grow electives have included anime, student government, BELA Sorors STEP, coding, drawing, BELA Bakers, ScriptEd, Just Rock DJ-ing, #BELAInfluencers and debate.

The aforementioned programs may change from year to year, but these are some of the offerings that BELA generally offers to our scholars.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21										69	71	48	50	239
2021-22										63	72	69	51	255
2022-23										49	62	62	63	236

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

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 30th
2020-21	2017-18	2017	52	1	51
2021-22	2018-19	2018	53	1	52
2022-23	2019-20	2019	62	0	62

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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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th 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	51	1	52
2022-23	2019-20	2019	62	1	63

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th 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
2022-23	2018-19	2018	50	1	51

PROMOTION POLICY

Grade Level Promotions

Our goal is for students to graduate within four years of first entry into high school. At BELA, there are no hurdles between grades that induce a sense of failure, instead the entire community is relentlessly focused on the ultimate goal of graduation from both high school and college. A BELA student must

maintain a minimum 70% average across the three trimesters of the school year to pass a core subject course (English, Social Studies, Math, Science). In order to be promoted to the next grade, students must accumulate 10 credits: this must include Math, Science, English, and Social Studies as well as one other subject. Students with 20 or more absences or 5 or more days of suspension may be eligible for retention.

Graduation Requirements

Graduation requirements for students at BELA have the option of being more rigorous than the standards set by New York State, given our commitment to college completion. A student who spends four years at BELA will have acquired at least, and likely more than, the number of credits required under state law (see chart on the next page).

All BELA students will complete five Regents exams that are required for a Regents Diploma by the end of Grade 10:

- English Language Arts (ELA)
- Any mathematics exam (CC Algebra, CC Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam or assessment approved by the New York State for this purpose

Most students pursue either the Honors pathway (introduced in 2020-21) or IB pathway at BELA. The BELA Honors pathway is an additional method to demonstrate college readiness for students who do not choose to pursue the IB diploma.

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

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Path to Graduation	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: BELA will maintain high graduation rates each year.

Graduation Goal Measure 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.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	60	95%
2022	49	88%

Graduation Goal Measure 2 - 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.

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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	67	97%
2020	2021-22	66	91%
2021	2022-23	62	55%

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Graduation Goal Measures 3 & 4 - Absolute

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.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	52	50	96%
2018	2021-22	52	49	94%
2019	2022-23	63	62	98%

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%
2018	2022-23	51	50	98%

Graduation Goal Measure 5 - Comparative Measure

Each year, the percentage 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.

¹ 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.

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Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	52	50	96%	362	64%
2018	2021-22	52	49	94%	275	66%
2019	2022-23	63	61	97%		

Graduation Goal Measure 6 - 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.

All students who graduated received a Regents diploma without needing to utilize the 4+1 pathway.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Emerging Leaders Academy achieved 4 out of the 5 metrics within the graduation goal. The vast majority of first- and second-year students (95% and 88% respectively) earned the required number of credits to advance to the next grade level. 98.4 percent of students in their fourth year of high school graduated with a Regents diploma. One student completed a high school equivalency program, but does not count as a graduate on record. In addition, 50 out of 51 (98%) fifth year students have now graduated with a Regents diploma. BELA consistently has a higher four year graduation rate than the local district, NYC 16 in Brooklyn. The most recent four-year graduation rate available for the district is 66 percent from 2021-22 for the 2018 cohort. BELA's four four-year graduation rate in 2021-22 was 94% and in 2022-23 was 98.4%.

Unfortunately, the 2021 high school cohort did not achieve the metric that measures progress toward graduation by looking at the percentage of students who have passed at least three Regents exams by the completion of their second year. Falling short of the 75% target, only 55% of scholars earned a score of 65 or higher on at least three NYS Regents exams. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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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.	Yes
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.	No
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Yes
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.	Yes
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

EVALUATION OF THE GRADUATION GOAL

BELA students achieved four of the five graduation measures. Two key highlights of the 2022-23 academic school year that impacted our practices to guide students to graduate after four years:

- We piloted a multi-tiered system of support (MTSS) protocol to ensure that all seniors would be able to graduate at the end of their fourth year. This was a successful initiative, and we will be continuing this practice in the 2023-24 school year.
- We introduced an end-of-year assessment for all grades in non-Regents classes that included multiple opportunities for students to demonstrate their knowledge from the year. For example, in Theory of Knowledge (an IB course), students participated in a seminar to earn grades on listening and speaking tasks and in English classes, students used texts from the entire school year to write a paper and present a multimedia presentation. In history, students completed projects on historical events and how they are reflected in society today.

The MTSS protocol was successful in ensuring that all students were on track to graduate. The student life team and academic leadership team consistently reviewed attendance and academic data and communicated student progress with their mentors, families, and/or the students themselves. We had

frequent meetings for students who were at-risk for not graduating in four years. This was a successful initiative as all but one senior graduated in June, with the remaining student graduating in August.

ADDITIONAL CONTEXT AND EVIDENCE

The data we report has been impacted by the COVID exemptions since 2020. After the 2020 high school cohort departs, exemptions will no longer be in play except for fifth year students.

ACTION PLAN

In the 2023-24 school year, we will expand the MTSS protocol to include every teacher, allowing for a consistent, schoolwide approach to ensure that students are on track to graduate.

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

- We will continue to emphasize 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.
- Our Leadership Academy (similar to advisory) classes feature regular postsecondary readiness lessons. These cover topics such as GPA, BELA's graduation pathways, and ensuring students can respond to key questions regarding their development as a high school student (strengths, interests, etc.) In the 2023-24 school year, our Leadership Academy will be led by a newly hired Dean of Empowerment. In addition to a focus on GPA, graduation, and SEL, we are introducing a new structure of students' self-reflection. Every two weeks, students will set and reflect on personal SMART goals, and will share progress updates with their parents or guardians.
- In 2022-23, we launched BELA Co-op, an initiative to build basic career readiness skills. Students in the BELA Honors and Regents pathway all participate in this year-long program, in which they are matched with a BELA staff member. Students learn workforce skills as they complete support tasks for teachers, in the welcome center, and for special events. They are evaluated and upon successful completion of the program will earn elective credit. In the 2023-24 school year, we have a group of students working on the CDOS pathway and they will use their Co-op to fulfill the community service requirement.

GOAL 2: COLLEGE PREPARATION

Goal 2: 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.

To support the practical needs of the college application process, 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 the main components of college applications and provides time for students to work on their applications with the guidance of BELA staff. So far, we have successfully offered this bootcamp in 2021, 2022, and 2023.

College and career exploration is supported by our annual Women’s Symposium, our signature event honoring Women’s History Month, which caps off a full month of activities for BELA students recognizing the achievements of notable women throughout history. The event features curated panel discussions and career workshops that enable students to engage in insightful, one-on-one conversations and explore the vast array of professional opportunities open to them. 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.

Students were able to take college level courses at the CUNY Community Colleges including Psychology 101. In addition, all students sit for the CUNY placement exam which provides scores that indicate which students demonstrate college readiness in Reading and math. AT the time of this report, those scores have not been received. Therefore, the percent of students demonstrating college readiness took a dip in 2022-23.

College Preparation Goal Measure 1 - Absolute

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

- 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;

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- Achieving the college and career readiness benchmark on the SAT;
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT Reading Score 480	60	22	37%
SAT Math Score 530	57	7	12%
IB Exam Score of 4+	22	12	55%
CUNY Community College Course	4	4	100%
Overall	61	28	46%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

³ Schools use any method listed above, 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.

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College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

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	37	78%
2019	2022-23	61	57	93%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Of the two college preparation goals we are able to report on, only one was achieved based on the data we have at this time. As noted, the CUNY placement exam scores were not provided in the detail they have been in the past so we are not able to determine which students tested at college ready levels. In 2021-22, 81% demonstrated college level proficiency in math and 100% did so in reading. It is logical to assume that our students tested with similar success in 2022-23. In terms of college matriculation in a 2- or 4-year school, 93 percent have indicated plans to enroll as of August 2023. Based on Clearinghouse

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

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reports, 78% of the 2018 cohort graduates actually enrolled in the fall of 2022. We are working to determine the reasons our graduates do not follow through with enrollment and how many actually complete the college programs.

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.	Met

EVALUATION OF THE COLLEGE PREPARATION GOAL

One of the two college preparation metrics were achieved based on the data we have available.

We ensure that as many students as possible will graduate with college credit; through our 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.

In the 2022-23 school year, we launched College Now courses in partnership with Guttman Community College. BELA students had the option to take Psychology 101 or Ethnography. Each class earned students 3 college credits for free. We will continue the partnership in the 2023-24 school year.

ACTION PLAN

In 2023-24, we are shifting our course progression by adopting “IB for All.” This means that, in contrast to previous years in which students had the option to take IB courses, all students will now participate in IB courses. This means that going forward, all students will be eligible for the IB certificate or diploma. Previously, only students in the IB cohort were eligible. With the introduction of “IB for All,” we are also launching three new IB courses: IB Theater, IB Dance, and IB Social and Cultural Anthropology. The 2023-24 school year also marks the first year of offering the “middle years programme” (MYP) for students in Grades 9 and 10. The MYP culminates in a 10th grade “personal project,” which formally assesses students’ skills for self-management, research, communication, critical and creative thinking, and collaboration. The 2022-23 school year was a transition period during which teachers attended MYP training and worked on curriculum. In the 2023-24 school year, BELA’s MYP will be evaluated by the IB to receive certification.

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. 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 2022-23, Beyond BELA students participated in Summer Search either in Costa Rica or a 2 week camping trip, studied abroad in Argentina and Italy and completed a California study.

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

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

BACKGROUND

In 2022-23, we remained on course with our ELA programming and did not make any big changes. We hired an academic consultant to work specifically with ELA teachers, including the librarian, on instructional initiatives.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.⁵

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

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%
2018	2021-22	52	48	4	0

⁵ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁶ 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 2017, 2018, and 2019 Cohorts 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.

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2019	2022-23	62	59	3	100%
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High School ELA Measure 2 - 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.

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.

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	51	5	45	98%
2018	2021-22	52	48	4	50%
2019	2022-23	62	59	3	100%

High School ELA Measure 3 - 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’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 2022-23

High School ELA Measure 4 - Comparative

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 2022-23

High School ELA Measure 5 - Comparative

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 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - 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 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.

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.

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.

There were 19 students who did not score at levels 3 and 4 in 8th grade on the NYS exam, but all 19 were exempt from the NYS ELA Regents requirement due to COVID.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

BELA achieved both of the two accountability metrics in the ELA goal that we are able to report on. Most students in the 2019 cohort received COVID exemptions for the ELA Regents. Of the three students who have scores, all earned a performance level of 4.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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 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

EVALUATION OF HIGH SCHOOL ELA GOAL

BELA achieved both ELA measures with 100% of the students tested earning a 4.

ACTION PLAN FOR ALL ACADEMIC SUBJECTS

In 2023-24 our organizational structure will change as we move away from a model including “director of curriculum and instruction” leadership positions to a model including instructional team leads and instructional coaches. This change was initiated after an analysis conducted in the 2022-23 school year indicated that there needed to be more resources for secondary leaders and coaches in their support of teachers. In our new model, launching in 2023-24, teachers will meet with their coaches on a weekly basis to discuss student data and pedagogy. Coaches will observe and meet with teachers once a week. Currently, our academic consultant will meet with the core instructional team (two instructional team leads and three coaches) once a week.

In the 2023-24 school year, all departments will be focusing on:

1. Participating in tuning protocols to garner feedback about student work
2. More frequent data analysis and alignment on the definition of “high quality work”
3. We are formalizing the data analysis process. At the end of every unit, teachers will complete a unit reflection. After the unit reflection (which includes qualitative and quantitative analysis), they will meet with their coach and review the data and reflect for the next unit. Then all departments will complete an analysis led by the team lead.
4. Our focus for 23-24 is high quality curriculum planning, including long-term unit planning and lesson planning. We have been unpacking and defining what “high quality instruction” means (productive struggle for students and rigorous and engaging instruction). Our coaches have revamped BELA planning templates over the 2023 summer, based on learnings from IB training. In our August PD, we are introducing these templates and exemplars. During these sessions, teachers will create plans, receive feedback, and finalize plans. Over the course of the 2023-24 school year, teachers will have twice weekly professional learning sessions specifically for reviewing and refining unit plans and lesson plans.

Library: In 2021-22, we hired a part time librarian who helped build our library of over 2000 titles. BELA’s library offers access to an extensive selection of books and 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. In 2022-23, our Librarian became a full-time employee and participated in IB training. In 2023-24, the librarian will teach a seminar course that will provide students with research skills that they need for the MYP IB. In addition, in collaboration with the library, BELA is launching an independent reading initiative for the 23-24 school year, which will include activities designed to encourage independent reading.

GOAL 4: MATHEMATICS

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

BACKGROUND

Our math course progression is Algebra I, Algebra II, IB math, and financial literacy.

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.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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%
2018	2021-22	52	51	48	15%
2019	2022-23	62	52	5	50%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. This measure examines the percentage of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics 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	51	11	40	100%
2018	2021-22	52	51	38	79%
2019	2022-23	62	52	10	100%

High School Math Measure 3 - Absolute

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 2022-23

High School Math Measure 4 - Comparative

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 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 5 - Comparative

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 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - 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 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.

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (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)
2019	2022-23	24	19	2	40%

High School Math Measure 8 - 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 Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (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)
2019	2022-23	24	19	5	100%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All BELA students who have a NYS Math Regents score achieved at least a performance level of 3 after four years in high school. However, fewer than 65 percent of those tested scored at performance level 4.

All tested students in the 2019 Cohort who performed below proficiency in 8th grade earned at least a 65 on a math Regents after 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.	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 exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

BELA achieved three out of the four math metrics that we can report on in 2022-23.

ACTION PLAN

In 23-24 we are revamping the financial literacy course to offer a special focus on real world financial literacy.

We hired a new math team lead for the 2023-24 school year who will help provide teachers with specialized support. Our math and science team has been designed so that the math and science coach has fewer teachers assigned, allowing for more time for each teacher.

GOAL 5: SCIENCE

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

BACKGROUND

In addition to our ongoing programming in science, we have added Computer Literacy. In the 2022-2023 school year, we introduced a STEAM for all 9th grade students course focused on the Adobe Suite in order to increase 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. In the 2023-24 school year, we are updating the STEAM course to make it higher-level.

In the 2022-2023 school year, there was 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 what its feeling.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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, Earth Science and Chemistry exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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	21	33	97%
2018	2021-22	52	52	39/49 Took	89%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	62	52	10	100%
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High School Science Measure 2 - Comparative

Each year, the percentage 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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

100% of the 2019 high school cohort passed a NYS science Regents with a score of at least 65. There is a substantial number of students who were given an exemption during the pandemic.

Type	Measure	Outcome
Absolute	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.	Met
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

BELA achieved the science goal.

ACTION PLAN

In 2023-24, the Computer Literacy class has been upgraded to increase rigor. In addition, we received a grant to create a new science lab, planning for which has started in the 2023-24 school year.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

In addition to our traditional social studies coursework, we have a focus on civic engagement. Teachers continue to focus on incorporating participatory learning tasks into the History curriculum to encourage civic engagement. We offered a voter registration drive to encourage all students to register to vote. Social Studies teachers also frequently coordinate with local government officials to visit the school and speak with students about their journey into politics. In 2023, we were proud that our History team was invited to present at Harvard’s Alumni of Color conference.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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	--	--
2019	2022-23	62	59	3	100%

Social Studies Measure 2 - Comparative

Each year, the percentage of 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 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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	--	--
2019	2022-23	62	62	–	Not Applicable

Social Studies Measure 4 - Comparative

Each year, the percentage 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 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Due to the pandemic exemptions, we have only three students with NYS Regents exam scores to report in U.S. History. They did pass with a score of at least a 65.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Unable to Assess
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

The three BELA students who took the U.S. History exam did earn a minimum of a 65.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in 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 2023 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.