



**Brooklyn Emerging Leaders
Academy**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Nicia Fullwood

125 Stuyvesant Avenue, Brooklyn, NY 11221

(347) 473-8830

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicia Fullwood, Head of School prepared this 2023-24 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
Michael Lackwood	Treasurer	Finance
Alma Mends	Trustee	Governance
Ilymaani Aytes	Trustee	External Affairs
Mellanie Garner	Trustee	Governance
Brenda Canty	Vice Chair	External Affairs
Jonathan Dill	Trustee	Academic
Deborah Hall	Trustee	Governance
Stacy Haislip	Trustee	Finance

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
- Overnight Camping Trip (Stomping Ground + Ramapo)
- 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 - AS OF BEDS DAY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22										63	72	69	51	255
2022-23										49	62	62	63	236
2023-24										53	49	62	54	218

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 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
2021-22	2018-19	2018	53	1	52
2022-23	2019-20	2019	62	0	62
2023-24	2020-21	2020	60	1	59

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 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

[SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling 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)
2021-22	2018-19	2018	51	1	52
2022-23	2019-20	2019	62	1	63
2023-24	2020-21	2020	60	1	61

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
2023-24	2019-20	2019	60	0	60

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	48	90%
2023	50	92%

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, some second-year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 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)
2020	2021-22	66	91%
2021	2022-23	62	55%
2022	2023-24	48	52%

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2018	2021-22	52	49	94%
2019	2022-23	63	62	98%
2020	2023-24	61	57	93%

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%
2019	2023-24	60	59	98%

Graduation Goal Measure 5 - 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.

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
2018	2021-22	52	49	94%	275	66%
2019	2022-23	63	61	97%	420	63%
2020	2023-24	61	57	93%		

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.

¹ These data reflect August graduation rates.

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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved four of the five metrics within the graduation goal. Many first- and second-year students (92% and 90% respectively) earned the required number of credits to advance to the next grade level. 93 percent of students in their fourth year of high school graduated with a Regents diploma. In addition, 98% of the 2019 Cohort students have now graduated with a Regents diploma after five years.

52 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. 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.

The school's four-year graduation rate is typically higher than the local district. Although the district's 2020 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent graduation rate by 30 percentage points. The BELA four-year graduation rate is also higher than the citywide (83%) and statewide (86%) rate last year.

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

In 2023-24, we implemented MTSS after successfully piloting the system in 2022-23. The MTSS protocol ensures that all seniors are able to graduate at the end of their fourth year. This individualized support contributed to our strong graduation outcomes for the 2023-24 school year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

In recent years, the four-year graduation rate has been greater than the local district, NYC and NYS.

4 Year Grad Rt	2020-21	2021-22	2022-23	2023-24
BELA	96%	94%	97%	93%
CSD 16	81%	66%	63%	
NYC	81%	83%	83%	
Statewide	86%	87%	86%	

Typically, the students who do not graduate in four years come to us as transfer students.

ACTION PLAN

BELA will continue to implement the MTSS protocol, as described above, to ensure that students are able to graduate in four years.

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 since 2021.

In 2023-24, we shifted 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 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 marked 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 was evaluated by the IB to receive certification.

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.

The school partners with CUNY Community Colleges to offer college level programming in Psychology 101 and Ethnography of Work (SOSC 111).

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.

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. We have implemented systems for tracking graduates and supporting our alumnae in college. We employ an alumnae coordinator who utilizes 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.

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:

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2020 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
IB Exam Credit	29	22	76%
SAT Reading/Writing (480)	53	19	36%
SAT Math (530)	53	6	11%
College Level Course	5	5	100%
CUNY College Proficiency Reqs for Admission	57	41	72%
Overall	57	45	79%

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2018	2021-22	48	37	78%
2019	2022-23	62	54	87%
2020	2023-24	57	Pending in 2024-25	

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved both of the two college preparation measures in 2023-24. 79 percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores, IB or AP exams, earning credit for a college level course or being accepted into a CUNY Baccalaureate Program. Candidates for freshman admission to a bachelor’s degree program must show that they are proficient in English and math on the basis of the SAT, ACT, New York State Regents, or meet the proficiency index scores in order to be admitted. 87 percent of our 2019 cohort graduates who left us in 2023 matriculated in a two- or four-year college in the past year. We collect this information through connecting with our alumni informally and gathering data from the National Student Clearinghouse.

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.	Yes
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.	Yes

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation.

Each one of the two college preparation metrics was achieved. We are basing the college matriculation result based on the 2019 four-year graduation cohort one year post BELA. We have confirmed 87 percent have matriculated in a 2- or 4-year college in that year with some beginning in the spring semester.

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. Students could earn three college credits per class for free. We will continue the partnership in the 2024-25 school year.

Additional Context and Evidence

All students are given the option to demonstrate success on a college level indicator in high school. Some students opt not to sit for the SAT exam depending on college requirements.

Action Plan

Our primary strategy to prepare students for the rigor of college is through our IB course offerings, which can culminate in college credit. Each year, we continue to refine our IB programs to support our students' continued academic achievement. For example, in 2024-25, as a strategy to increase academic rigor schoolwide, BELA is shifting to a standards-based grading system aligned with the International Baccalaureate's MYP and diploma programmes. This will mean that BELA's percentage-based grading system (i.e., 0-100%) will eventually be replaced with a grading system using levels (levels 1-7). The first phase of this shift will start in the 2024-25 school year, with the introduction of leveled grades alongside percentage-based grades. We adopted descriptors for each level grade (1-7) that list what students should know and be able to do for each corresponding level. In our new approach, students will receive the mode of their grade, not an average. This will allow students multiple opportunities to demonstrate proficiency, so a single grade on a particular assessment cannot determine their level of mastery.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

ELA begins with Ethnic Studies (Literature 9 and Writing 9) in Grade 9 and continues in Ethnic Studies (Literature 10 and Writing 10) in Grade 10. In Grade 11, students take IB Theory of Knowledge and can choose from English 11 or IB Language. In Grade 12, students take IB Theory of Knowledge and can choose from English 12 or IB Language.

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.

METHOD

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

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2018	2021-22	52	48	4	0
2019	2022-23	62	59	3	100%
2020	2023-24	59	15	20	45%

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.

METHOD

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)
2018	2021-22	52	48	4	50%
2019	2022-23	62	59	3	100%
2020	2023-24	59	15	42	95%

⁶ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

High School ELA 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 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.

The 2020 high school cohort did not take the NYS English Language Arts assessment 8th grade due to the pandemic cancellation.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With exemptions, 95% of the 2020 accountability cohort received credit for the ELA Regents with a performance level 3, 45% did so at PL 4. The 2020 cohort did not sit for the 8th grade NYS exam because of the pandemic.

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.	No
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.	Yes
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	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF HIGH SCHOOL ELA GOAL

The English Language Arts high school accountability goal was partially met in 2023-24. With exemptions, 95 percent of the four-year cohort passed the ELA Regents with a level 3+ and 45 percent with a 4+. In addition, 29 students took the IB Language and Literature course with 22 scoring at least a level 4.

ACTION PLAN

In 2024-25 our approach to math instruction will be informed by the “Building Thinking Classrooms” approach. In this approach, teachers spend less time in direct instruction and more time allowing students to grapple with math challenges. To support teachers in practicing this approach, we held a staff training over the summer prior to the 2024-25 school year. In addition, we have adopted Imagine Learning as a new supplement for our algebra curriculum.

GOAL 4: MATHEMATICS

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

BACKGROUND

We offer various math pathways at BELA to ensure that all students are able to pursue advanced math courses in upper grades. Students opting for the IB pathway start with Algebra in Grade 9, followed by Algebra II in Grade 10, then IB Mathematics in Grade 11 and 12. Students opting for the STEAM pathway can choose from math classes including Algebra I and Algebra II, Geometry, Foundations of Math, and Financial Literacy.

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.

METHOD

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)
2018	2021-22	52	51	48	15%
2019	2022-23	62	52	5	50%
2020	2023-24	59	52	0	0

High School Math Measure 2 - Absolute

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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 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 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)
2018	2021-22	52	51	38	79%
2019	2022-23	62	52	10	100%
2020	2023-24	59	52	7	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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 2020 cohort did not sit for the 8th grade NYS exam because of the pandemic.

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.

The 2020 cohort did not sit for the 8th grade NYS exam because of the pandemic.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the Covid exemptions, 100% of the 2020 accountability cohort received credit for passing a NYS math Regents exam. The NYS mathematics exams were canceled in spring 2020 so the 2020 cohort did not sit for the NYSTP grade 8 math assessment because of the pandemic.

2023-24 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 a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
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.	Yes
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The math accountability goal was partially met in 2023-24. 100 percent of the four-year cohort passed a math Regents with a level 3+, but none reached the performance level of 4.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

In 2024-25 our approach to math instruction will be informed by the “Building Thinking Classrooms” approach. In this approach, teachers spend less time in direct instruction and more time allowing students to grapple with math challenges. To support teachers in practicing this approach, we held a staff training over the summer prior to the 2024-25 school year. In addition, we have adopted Imagine Learning as a new supplement for our algebra curriculum.

GOAL 5: SCIENCE

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

BACKGROUND

We offer various science pathways at BELA to ensure that all students are able to pursue advanced science courses in upper grades. In Grades 11 and 12, we offer IB Chemistry and IB Biology. Students in Grades 9 and 10 can choose from Biology, Earth Science, Chemistry, and Physics.

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 Living Environment and Chemistry. 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)
2018	2021-22	52	52	39/49 Took	89%
2019	2022-23	62	52	10	100%
2020	2023-24	59	58	1	100%

High School Science Measure 2 - Comparative

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Greater than 75 percent of our fourth-year high school cohort scored at least a 65 on a New York Science exam.

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.	Yes
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.	Not Applicable

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measures were achieved in 2023-24. The 2020 high school cohort was granted Regents exemptions in 2021 due to the pandemic, so this graduating class still has those in play.

ACTION PLAN

In 2024-25 we launched our newly renovated science lab, which offers students more opportunities.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Social Studies courses offered at BELA include US History, Global History, and Government and Economics. Students in Grades 11 and 12 have the option to take IB History and AP Psychology. 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.

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.

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. 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)
2018	2021-22	52	52	--	--
2019	2022-23	62	59	3	100%
2020	2023-24	59	58	1	100%

Social Studies Measure 2 - Comparative

Each year, the percent 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

2023-24 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.

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. 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)
2018	2021-22	52	52	--	--
2019	2022-23	62	62	–	Not Applicable
2020	2023-24	59	57	2	100%

Social Studies Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

The 2020 high school cohort students achieved the accountability measures in U.S. History and Global History.

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.	Yes
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	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed that of the high school Total Cohort from the school district of comparison.	
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.	Yes
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 social studies accountability goal was met in 2023-24. All students who did not have an exemption earned credit for both social studies Regents exams.

ACTION PLAN

The school will continue with current programming in social studies.

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
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.