



SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL 2



BACKGROUND AND EXECUTIVE SUMMARY

BACKGROUND

The applicants originally submitted a proposal (the “Original Proposal”) to establish the Bedford Stuyvesant New Beginnings Charter School 2 (“Bed Stuy New Beginnings 2”) to the SUNY Charter Schools Institute (the “Institute”) on January 9, 2019 in response to the Institute’s 2019 Request for Proposals (the “RFP”), which was released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on December 12, 2018. After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute found the Original Proposal rigorously demonstrated the criteria detailed in the RFP, which align with the Act.

The SUNY Trustees voted to approve the Original Proposal for Bed Stuy New Beginnings 2 on March 4, 2019. At the same meeting, the SUNY Trustees voted to approve 12 other proposals for new charters in New York City. At the time of the SUNY Trustees’ vote to approve the Original Proposal, there were only seven charters available to grant in New York City, consistent with amendments to the Act in 2015 which restricted the total number of charter schools the SUNY Trustees and New York State Board of Regents (the “Board of Regents”) were permitted to approve to open within New York City.

The Act requires charter authorizing bodies to establish a preference scoring rubric based on statutory and authorizer standards in order to prioritize new charter proposals in the event that the number of proposals meeting the authorizing entity’s standards exceeds the maximum number of charters available. The RFP identified the Institute’s preference scoring rubric, including the required preference criteria detailed in Education Law § 2852(9-a), as well as the SUNY Trustees’ additional criteria. The Institute implemented its established evaluation and review process to assign a preference score to each proposal recommended for approval. The Original Proposal for Bed Stuy New Beginnings 2 earned a preference score of 18.25 preference points. Based on the overall preference score order for all 13 proposals recommended for approval at the March 4, 2019 meeting, there was an insufficient number of charters available to award Bed Stuy New Beginnings 2 a charter at the time.

EXECUTIVE SUMMARY

The Institute released the 2023 RFP on behalf of the SUNY Trustees on February 10, 2023. Within the 2023 RFP, the SUNY Trustees reserve the right to “hold additional rounds in the year,” and state that “only in the event that additional charters become available for the Trustees to grant in New York City in 2023 will the Institute identify and publish an additional application schedule for New York City under this RFP.”

In May 2023 and deemed effective April 1, 2023, amendments to the Act made 14 charters available to grant to applicant groups in New York City. As a result of these charters being made available, the Institute issued a Supplement to the 2023 RFP (the “RFP Supplement”) on June 21, 2023 identifying an additional application round for proposals to open charters in New York City solely to the applicant groups whose proposals were approved pursuant to the 2019 RFP but not granted a charter.

The applicants submitted the updated proposal to establish Bed Stuy New Beginnings 2 to the Institute on August 9, 2023 in response to the 2023 RFP Supplement. The Institute makes copies of applications available [on its website](#).

Bed Stuy New Beginnings 2 intends to operate one school to be located in a private facility in New York City Community School District (“CSD”) 16 in Brooklyn. The proposed school will open in August 2024 with 162 students in Kindergarten – 1st grade, and ultimately grow to serve 486 students in Kindergarten – 5th grade during its first charter term. If renewed, the school plans to add 6th – 12th grade, one grade per year, during a subsequent charter term, pending Institute approval. Bed Stuy New Beginnings 2 will admit new students and fill seats that become available as the result of attrition in all grade levels. The school will replicate the highly effective instructional program implemented at Bedford Stuyvesant New Beginnings Charter School, (“Bed Stuy New Beginnings”), currently authorized by the New York City Schools Chancellor (the “NYC Schools Chancellor”).

After a thorough review process consistent with the Act, the Institute finds that the updated proposal for Bed Stuy New Beginnings 2 rigorously demonstrates the criteria detailed in the RFP, which align with the Act.

Based on the updated proposal, as amended by the applicants, and the foregoing:

The Institute recommends that the SUNY Trustees approve the updated proposal to establish Bedford Stuyvesant New Beginnings Charter School 2.



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FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicants and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
 - an admissions policy that complies with the Act and federal law;
 - the inclusion of by-laws for the operation of the education corporation; and,
 - the inclusion of an analysis of the projected fiscal and programmatic impact of the school on surrounding public and private schools.
2. The applicants have demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the state performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board levels;
 - the student achievement goals articulated by the applicants;
 - appropriate rosters of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound startup, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
 - the inclusion of descriptions of programmatic and independent fiscal audits with fiscal audits occurring at least annually;
 - the inclusion of a school calendar and school day schedule that provide at least as much instructional time during the school year as required of other public schools; and,
 - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
 - an innovative academic program design that integrates experiential learning, student-centered curricula, comprehensive differentiated instruction to support strong outcomes for all learners, and robust social emotional learning offerings;
 - a strong proposed board whose members have consistently served over time as the Bed Stuy New Beginnings board, represent a diversity of backgrounds and experiences, and have meaningful ties to the local community;

- a robust arts program that includes classes in digital photography, which provide students with opportunities to develop skills in mathematics, storytelling, and technology;
 - demonstrated ability Bed Stuy New Beginnings has shown to enroll and retain students who are ELLs at a significantly higher rate than CSD 16 as a whole;
 - academic outcomes at Bed Stuy New Beginnings that have shown consistent growth over time including a comparative effect size indicating the original school is achieving outcomes that are higher than expected in comparison to schools throughout the state enrolling similar concentrations of economically disadvantaged students.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).
 5. The applicants have conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
 6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

The Institute developed the 2023 RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852 (9-a)(b). The Institute also posted the draft 2023 RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP.

As of October 4, 2023, there are 14 charters available for the SUNY Trustees and Board of Regents to approve in New York City.

BACKGROUND & DESCRIPTION

Bed Stuy New Beginnings opened its doors in September 2010 under authorization of the NYC Schools Chancellor. The school currently serves 722 students in Kindergarten – 8th grade in private space in CSD 16 in Brooklyn. The Board of Regents approved a full-term renewal for Bed Stuy New Beginnings on March 3, 2023, and at the same time approved the school to increase its enrollment and grow to serve students in high school grades over the subsequent charter term. As a result, Bed Stuy New Beginnings will serve students in 9th grade beginning in the 2024-25 school year, and grow to serve 1,269 students in Kindergarten- 12th grade over its current charter term, which expires on June 30, 2028.

If authorized, Bed Stuy New Beginnings 2 would replicate the highly effective program in place at Bed Stuy New Beginnings. Bed Stuy New Beginnings 2 would open serving students in Kindergarten- 1st grade, and grow into a full Kindergarten- 5th grade elementary program in a first charter term. If renewed, and subject to the Institute approval, Bed Stuy New Beginnings 2 would seek to grow and ultimately create a complete Kindergarten- 12th grade program in line with the program at Bed Stuy New Beginnings. If approved, the resulting education corporations intend to apply to merge such that both education corporations would be authorized by the SUNY Trustees. The process for applying for merger is separate from the charter application process and requires additional approval by the current authorizing bodies of both education corporations.

MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

Bed Stuy New Beginnings 2 will share the same mission as Bed Stuy New Beginnings:

At Bed Stuy New Beginnings 2, families, educators, and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of traditional coursework and project based and experiential learning, students will be prepared to succeed in higher education and careers, and become responsible citizens of the global community.

Bed Stuy New Beginnings 2 will implement the following key design elements:

- **Data Driven Decision Making.** Bed Stuy New Beginnings 2 will utilize quantitative and qualitative data when determining how best to meet the needs of its students, and with regard to all aspects of school operation from academics to resource allocation. On the instructional side, the school will implement a Data Action Protocol designed to help teachers analyze assessment and other student data and coordinate their efforts to ensure students receive the academic supports they need. Bed Stuy New Beginnings 2 will analyze patterns of enrollment, student application return rates, demographic shifts, and attendance patterns to monitor enrollment and ensure the school remains fiscally and operationally sound.
- **Differentiated Instruction.** Bed Stuy New Beginnings 2 will employ a variety of strategies to ensure all students receive instruction targeted to their individual needs including students struggling academically, students with disabilities, and ELLs. Instructional staff members will employ small group instruction, ensure multiple means for students to demonstrate proficiency, develop rigorous activities for students who are progressing on an accelerated basis, and create lessons that cater to the different types of learners in the classroom. This differentiation, based on the research and principles of Carol Ann Tomlinson, will come in the forms of content, process, and product.

- **Student Centered Learning.** Teachers at Bed Stuy New Beginnings 2 will place students at the center of the educational process by responding to student feedback, consistently checking for understanding, and closely monitoring student performance using a variety of assessments. The school intends to implement curricular programs and instructional practices such as Cognitively Guided Instruction (“CGI”) in mathematics and independent reading in English language arts (“ELA”), which empower students to take control of their own learning in a self-directed way with teacher support.
- **Project Based and Experiential Learning Leading to a Self-Selected Career Pathway.** Bed Stuy New Beginnings 2 will provide opportunities for students to engage in learning and experiences outside of school intended to expose them to career options they may not have otherwise considered. At the elementary school level, this will include service learning projects and project based learning with local community based organizations.

CALENDAR AND SCHEDULE

Bed Stuy New Beginnings 2 will offer approximately 181 days of instruction each year. The first day of instruction for the 2024-25 school year will be on or around August 26, 2024, and the last day will be on or around June 20, 2025. Subsequent school years will follow a similar calendar. The school day will begin each morning at 8:00 A.M. and end at 4:00 P.M. Bed Stuy New Beginnings 2 will provide students with more than 1,131 hours of instruction per year, a 26% increase over the state minimum of 900 hours for 1st– 6th grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5, and provided at the majority of schools within the district.

ACADEMIC PROGRAM

Bed Stuy New Beginnings 2’s educational philosophy holds that teachers should challenge students to become critical thinkers through participation in a rigorous and engaging curriculum. The school aims to create learning opportunities that require students at all levels to carry the cognitive load rather than allow teachers to do their thinking for them. In addition to providing ongoing trainings and workshops that support teachers in becoming more effective in their roles, Bed Stuy New Beginnings 2 intends to use the curriculum it has already developed for its existing Kindergarten – 8th grade program to guide the ongoing development of its academic program. The school currently implements a standards-based, internally developed curriculum adapted from a combination of proven commercial and open source resources.

In keeping with the school’s key design elements, students at all levels will engage in experiential learning activities, such as field trips and projects at the elementary and middle school levels and internships and practicums at the high school level, which will allow them to develop invaluable career and workplace skills. Quantitative data such as regular assessment scores and qualitative data such as classroom observations will inform all curricular and instructional decisions, thus enabling teachers to provide students with targeted instruction that meets their individual needs.

ELA (Reading and Writing)

The internally developed ELA curriculum at Bed Stuy New Beginnings is based on a variety of commercial and open source curricular programs. In Kindergarten – 2nd grade, the school implements Fountas & Pinnell (“F&P”) and Wilson Foundations for reading and phonics, respectively, as well as Teachers College Reading and Writing Project (“TCRWP”). At the upper elementary and middle school levels, the school combines resources from EngageNY, Accelerated Reading, Achievement First, and Success Academy to provide students with a rigorous, standards based curriculum. Students at all levels engage in guided and independent reading intended to develop students into skilled and passionate lifelong readers.

Mathematics

Bed Stuy New Beginnings developed its elementary mathematics curriculum using primarily Pearson Envision, a commercial curriculum, and EngageNY, an open source curriculum available online. The school supplements these curricular programs with resources from CGI and Contexts for Learning (“CFL”), both of which aim to develop students’ conceptual understanding of numeracy and operations by utilizing concrete models such as drawings and manipulatives to represent abstract mathematical processes. At the middle school level, the school implements a curriculum based primarily on resources from GO Math!, a commercial curriculum that incorporates technology in its design.

Science

Bed Stuy New Beginnings implements an elementary science curriculum based on Pearson Investigations, an inquiry-based commercial curriculum that incorporates activities aimed at developing students’ reading skills while also introducing science content. At the middle school level, the school utilizes commercial resources from Houghton-Mifflin, which provides an integrated curriculum that includes opportunities for students to engage in laboratory investigations.

Social Studies

The elementary social studies curriculum at Bed Stuy New Beginnings is based on Pearson My World, a commercial curriculum that in addition to exposing students to social studies content also develops their reading, writing, inquiry, collaboration, and communication skills. At the middle school level, the school utilizes resources from Passport to Social Studies, an open source curriculum developed by the NYCDOE that exposes students to primary and secondary sources as well as content in history, geography, and civics.

Visual and Performing Arts and Technology

Bed Stuy New Beginnings offers a robust array of arts classes at every level. For example, 3rd – 5th grade students take a digital photography class in which they use cameras to capture images and computers to edit and crop the images for color, light, and image size. Students also develop storytelling, mathematics, and digital literacy skills. The school also provides elementary and middle school students with classes in visual arts and theatre.

Physical Education and Health

Bed Stuy New Beginnings offers physical education classes that encourage students to lead active and healthy lives and expose students to age appropriate topics in health, wellness, and self care. Students also develop teamwork and sportsmanship skills through participation in a variety of athletic activities and sports.

EXISTING SCHOOL PERFORMANCE

Information regarding the renewal history, academic performance, and student discipline for the existing school is presented in Appendix B.

SCHOOL CULTURE AND DISCIPLINE

Bed Stuy New Beginnings' school culture is built around a philosophy of mutual respect for all including students, staff, and family members. The school has a character education framework based on the THRIVE values, an acronym for six Latin words that guide expectations for student, staff, and organizational behaviors and attitudes:

- **Temperantia (Self control):** In order to succeed academically and become responsible citizens, students will learn that delayed gratification often leads to better outcomes.
- **Humanitas (Kindness):** Being kind to others means being caring, helpful, and understanding of others without expecting anything in return.
- **Respectus (Respect):** Adults will treat students with fairness and have high expectations for them. Students respect themselves, their peers, their teachers, and their school environment in the same way.
- **Industria (Hard Work):** While many things may come in the way of the goals students set for themselves, learning happens through persistence and the active reflection that can take place in the face of setbacks.
- **Veritas (Truth and Honesty):** The school encourages students to discover their own truths and identities.
- **Excellentia (Excellence):** Good character and excellence go hand in hand.

Throughout the school year, the existing school reinforces THRIVE expectations through character education sessions in the lower school and through an advisory program in the middle school. In addition, Bed Stuy New Beginnings implements social-emotional learning programming based on the effective and research-based Collaborative for Academic, Social, and Emotional Learning ("CASEL") framework, which provides resources and lessons that focus on five key social-emotional competencies, as well as supporting materials families can implement at home.

Bed Stuy New Beginnings also implements a Positive Behavioral Intervention Supports ("PBIS") tiered framework, which ensures that students received targeted behavioral interventions tailored to their individual needs. Likewise, the school has a code of conduct that it shares with students and families to ensure all members of the school community are aware of the expectations for them.

ORGANIZATIONAL CAPACITY

In Year 1, Bed Stuy New Beginnings 2 will have an executive director responsible for overseeing key organizational decisions at the school. The executive director will have the support of a Kindergarten – 8th principal responsible for implementing and managing the academic program and setting the strategic direction for curriculum and instruction, as well as evaluating their effectiveness. In Year 1, the school's instructional staff members will report directly to the principal, as will three non-instructional staff

members dedicated to operations and family engagement. By Year 5, the executive director will oversee a Kindergarten – 8th grade principal who manages all the instructional, non-instructional, and administrative staff members with support of two assistant principals, two deans, and a special education manager. The school's organizational chart indicates clear lines of reporting and includes an appropriate number of staff members to operate the school effectively.

GOVERNANCE

The by-laws of Bed Stuy New Beginnings 2 indicate that the education corporation board will consist of no fewer than five and no more than 20 voting members. The proposed members of the board of trustees are set forth below:

1. Victor Rivera, Jr., Board Chair

Mr. Rivera is a graduate of New York City's Regis High School, Pitzer College, and Harvard Law School. Currently a Partner at R&R Legal Advisors LLC, he has thirty years of experience in commercial litigation. Mr. Rivera was born and raised in the NYCHA Sumner houses, a few blocks from Bed Stuy New Beginnings. Since the mid-2000s, Mr. Rivera has also partnered with local community leaders to provide high quality education to the children growing up in his childhood community.

2. Kevin A. Nesbitt, Vice Chair

Mr. Nesbitt has worked on behalf of students and faculty at the NYCDOE, Columbia University, the New School, and John Jay College. Now at Hunter College as assistant dean for student affairs, Mr. Nesbitt oversees the Office of Admissions and Recruitment, the Office of Financial Aid, and the Welcome Center. Mr. Nesbitt earned his bachelor of science degree from New York University and master of education degree from Columbia University- Teacher's College. He and his wife have two children and live in Bedford-Stuyvesant.

3. Doris Givens, Treasurer/Secretary

With more than 20 years of experience in the banking industry, Ms. Givens will share her expertise in providing oversight and guidance on the school's financial matters. Ms. Givens will serve on the finance committee and lead board governance development as chair of the governance committee. Ms. Givens was born, raised, and attended schools in Bedford-Stuyvesant. Ms. Givens earned her bachelor's degree from Pace University and master's in business administration from New York University.

4. Shawn Carson, Trustee

Mr. Carson is a vice president of mortgage lending at The Federal Savings bank. He brings nearly thirty years of experience in finance and operations roles. Mr. Carson earned a bachelor of arts degree from SUNY Oswego and a master's in business administration from the Rochester Institute of Technology.

5. Joseph Sciamè, Trustee

Mr. Sciamè was born and raised in East New York and has served as the vice president for community relations at St. John's University since 1994. In 2010, as founding chair of the Bed Stuy New Beginnings board of trustees, he obtained a charter to operate the first public school at the school's current location at 82 Lewis Ave.

FACILITIES

Bed Stuy New Beginnings 2 intends to submit a request to the NYCDOE for co-location in CSD 16. Should appropriate public space not be available, the education corporation will seek rental assistance and locate the school at 82 Lewis Ave., a private facility owned by the Diocese of Brooklyn and Queens that currently houses Bed Stuy New Beginnings. At over 70,000 square feet, 82 Lewis Ave. is sufficient to hold the elementary and middle grades of Bed Stuy New Beginnings 2.

FISCAL IMPACT

The fiscal impact of Bed Stuy New Beginnings 2 on the district is summarized below.

Charter Year	A.	B.	C.	D.	E.	F.	G.
	Expected Number of Students	Basic Charter School Per Pupil Aid	Projected Per Pupil Revenue (AxB)	Other District Revenue (SPED, Food Service, Grants, etc.)	Total Project Funding from District to Charter School (C+D)	New York City School District Budget	Projected District Impact (E/F)
Year 1 (2024-25)	162	17,626	2,855,412	557,323	3,412,735	37,500,000,000	0.0001%
Year 5 (2028-29)	486	17,626	8,566,236	1,695,000	10,261,236	37,500,000,000	0.0003%

*The NYCDOE budget was derived from the [NYCDOE's website](#).

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly higher enrollment, the Institute has determined that the fiscal impact of the proposed school on the district, charter, and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school's proposed startup and fiscal plans and supporting evidence for each year of the proposed term. The institute finds the budgets and fiscal plans are sound and that sufficient startup funds will be available to the new charter.

The Institute analyzed the existing school and found that audited financial statements reflect a positive financial position for the last three years. Low enrollment in 2017-18 and 2018-19 led to several instances in which the school had lower revenue to cover expenses. Since then, the school has increased their enrollment to a stable level and continued to increase it in the following two years bringing themselves to a stable fiscal position. The proposed new school will also be eligible for more rental assistance than the original school which will reduce the amount of per pupil dollars spent on facilities expenditures which can be redirected to academic programming.

A fiscal dashboard reporting the last 5 years of operations based on audited financial statements of the existing charter school is available in Appendix C.

NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute's website for public review. The district scheduled a public hearing pertaining to the proposed school for October 10, 2023, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the October 12, 2023 Committee meeting, the Institute will share the information with members of the Committee at that time. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. Additional information about public comments is provided in Appendix A.

PREFERENCE SCORING

Education Law § 2852(9-a) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a), as described in greater detail below, as well as SUNY's additional criteria.

In accordance with the 2023 RFP, applications approved pursuant to the 2019 RFP that have not yet received a charter shall receive a new preference score pursuant to the criteria in the 2023 RFP. These previously approved applications will receive up to 30 additional preference points in descending order consistent with the scores they received based on the 2019 preference scoring criteria. For example, the highest-scoring application based on the 2019 preference scoring criteria will receive 30 additional preference points, the second highest-scoring will receive 29 additional preference points, and so on. The Bed Stuy New Beginnings 2 proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As Bed Stuy New Beginnings 2's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The

Preference Criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school dropouts, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low-performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Bedford Stuyvesant New Beginnings Charter School 2 earned a score of 51.25 preference points out of a maximum of 75.

CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the updated proposal to establish Bedford Stuyvesant New Beginnings Charter School 2 to open in August 2024.

APPENDIX A:

SUMMARY OF PUBLIC COMMENTS RECEIVED

SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH OCTOBER 4, 2023

On or about August 18, 2023, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish Bed Stuy New Beginnings 2. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. The district scheduled a public hearing pertaining to the proposed school for October 10, 2023, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the October 12, 2023 Committee meeting, the Institute will share the information with members of the Committee at that time. A redacted copy of the Bed Stuy New Beginnings 2 initial proposal was also posted on the [Institute's website](#) for public review.

The Institute received independent public comment in the form of a letter of support for Bed Stuy New Beginnings 2 from Assembly Member Stefani Zinerman.

To date, the Institute has not received any direct comments pertaining to the proposed school.

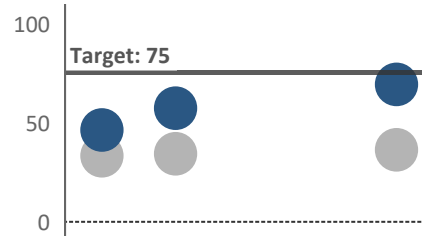
APPENDIX B: EXISTING SCHOOL PERFORMANCE

Bedford Stuyvesant New Beginnings Charter School

Brooklyn CSD 16

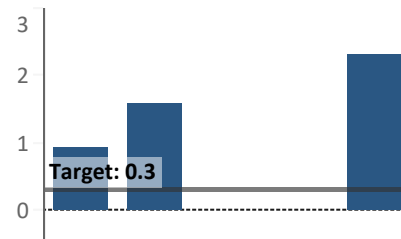
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	34	47
2019	3-8	35	58
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	37	70

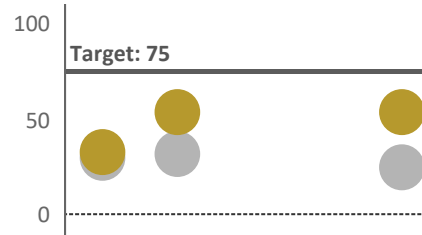
Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	0.92
2019	3-8	1.60
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	2.31

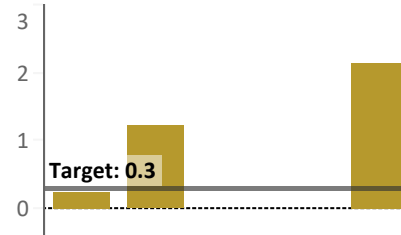
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	30	33
2019	3-8	32	54
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	25	54

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	0.24
2019	3-8	1.22
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	2.13

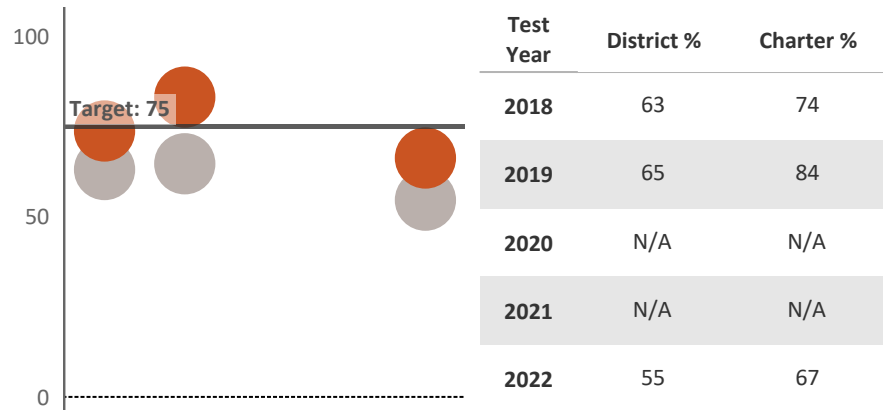
APPENDIX B: EXISTING SCHOOL PERFORMANCE

Bedford Stuyvesant New Beginnings Charter School

Brooklyn CSD 16

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of students at **the charter** performing at or above proficiency in science compared to **the district**.

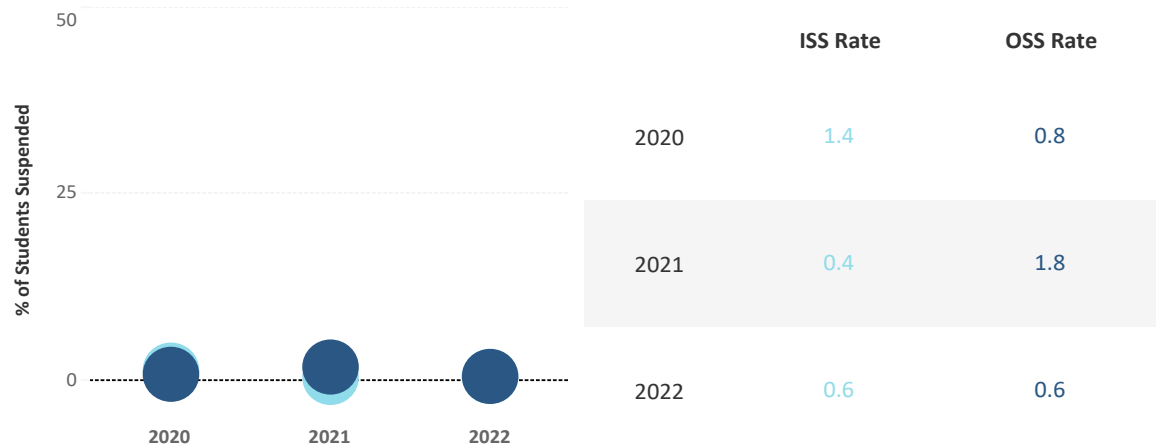


SPECIAL POPULATIONS PERFORMANCE

	2018	2019	2022
Students with Disabilities Enrollment	138	146	173
Tested on State Exam	91	102	115
Charter Percent Proficient on ELA Exam	23.1	39.2	53.9
District Percent Proficient	11.1	12.7	16.2

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Bedford Stuyvesant New Beginnings Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

2019-20	88.6
2020-21	88.9
2021-22	88.2

Expulsions: The number of students expelled from the charter each year

2020	2021	2022
------	------	------

0	0	0
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Bedford Stuyvesant New Beginnings Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	88.6	95.2
	English language learners	4.5	25.6
	students with disabilities	22.3	23.0
retention	economically disadvantaged	86.6	83.4
	English language learners	84.6	86.3
	students with disabilities	86.7	92.1

APPENDIX C:

FISCAL DASHBOARD

Bedford Stuyvesant New Beginnings

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
 Grants and Contracts Receivable
 Accounts Receivable
 Prepaid Expenses
 Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
 Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
 Accrued Payroll and Benefits
 Deferred Revenue
 Current Maturities of Long-Term Debt
 Short Term Debt - Bonds, Notes Payable
 Other

Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
 With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other
 NYC DoE Rental Assistance
 Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
 SPED
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

2017-18	2018-19	2019-20	2020-21	2021-22
1,464,026	2,183,755	4,333,324	4,290,182	4,890,082
593,184	57,694	377,073	887,275	2,869,870
147,809	38,489	72,812	20,036	38,900
2,205,019	2,279,938	4,783,209	5,197,493	7,798,852
1,766,568	1,729,421	1,768,282	1,773,403	1,877,445
155,234	155,309	155,385	155,460	155,536
4,126,821	4,164,668	6,706,876	7,126,356	9,831,833

182,545	191,520	180,798	347,767	695,010
454,748	644,819	684,149	601,699	551,650
	184,346	287,200	287,200	287,200
		3,080	3,080	163,568
637,293	1,020,685	1,155,227	1,239,746	1,697,428
3,305,903	3,305,902	3,387,394	3,100,194	2,812,994
		1,985,589	1,985,589	
3,943,196	4,326,587	6,528,210	6,325,529	4,510,422

183,625	(161,919)	178,710	800,827	5,321,411
183,625	(161,919)	178,710	800,827	5,321,411

4,126,821	4,164,668	6,706,920	7,126,356	9,831,833
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11,638,551	13,021,279	13,648,901	11,508,457	12,050,760
-	-		2,505,783	2,550,530

204,041	1,161,025	764,807	341,513	329,341
		312,023	138,877	171,631
554,978	467,975	155,612	1,302,196	4,675,437
	94,708	439,088	768,013	790,141
613,185				
13,010,755	14,744,987	15,320,431	16,564,839	20,567,840

8,083,253	9,459,904	9,397,938	10,062,638	11,286,141
2,497,105	2,556,646	2,688,958	3,003,987	3,407,014
438,213	462,043	355,965	305,470	374,849
11,018,571	12,478,593	12,442,861	13,372,095	15,068,004
2,422,196	2,597,423	2,526,299	2,598,699	3,118,776
232,551	14,515	10,642	13,430	15,752
13,673,318	15,090,531	14,979,802	15,984,224	18,202,532

(662,563)	(345,544)	340,629	580,615	2,365,308
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35,577	-	-	30,030	28,366
-	-	-	-	99,994
56,478	-	-	11,472	41,327
	183,626	-	-	1,985,589
92,055	183,626	-	41,502	2,155,276

13,102,810	14,928,613	15,320,431	16,606,341	22,723,116
13,102,810	14,928,613	15,320,431	16,606,341	22,723,116

(570,508)	(161,918)	340,629	622,117	4,520,584
-	183,625	(161,919)	178,710	800,827
-	-	-	-	-
(570,508)	21,707	178,710	800,827	5,321,411

APPENDIX C:

FISCAL DASHBOARD

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
 Administrative Staff Personnel
 Instructional Personnel
 Non-Instructional Personnel
 Personnel Services (Combined)
Total Salaries and Staff
 Fringe Benefits & Payroll Taxes
 Retirement
 Management Company Fees
 Building and Land Rent / Lease / Facility Financing
 Staff Development
 Professional Fees, Consultant & Purchased Services
 Marketing / Recruitment
 Student Supplies, Materials & Services
 Depreciation
 Other

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
		8,903,883	1,304,831	1,412,581
			5,817,744	5,479,568
			1,781,309	2,283,149
7,887,529	8,510,986			
7,887,529	8,510,986	8,903,883	8,903,884	9,175,298
1,794,646	2,245,285	2,317,119	2,317,118	2,344,270
		37,343	88,518	43,838
	123,029	86,120	40,363	98,036
1,317,986	1,318,050	1,337,986	1,337,986	1,317,986
154,569	213,311		146,586	347,583
685,168	1,505,558	616,224	661,980	791,436
106,150	113,105	56,547	56,547	129,161
395,378	381,460	153,618	239,664	1,230,692
337,412	377,127	384,260	384,261	452,022
994,480	302,620	2,128,467	1,895,835	2,316,048
13,673,318	15,090,531	16,021,567	16,072,742	18,246,370

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
 Final Chartered Enrollment (includes any revisions)
 Actual Enrollment - **GRAPH 4**
 Chartered Grades
 Final Chartered Grades (includes any revisions)
 Actual Grades

2017-18	2018-19	2019-20	2020-21	2021-22
729	729	729	729	729
729	729	729	729	729
678	697	709	714	714
K-12	K-12	K-12	K-12	K-12
K-12	K-12	K-12	K-12	K-12

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
 Increase over prior year

#REF!	#REF!	#REF!	#REF!	#REF!
#REF!	#REF!	#REF!	#REF!	#REF!

PER STUDENT BREAKDOWN

Revenue

Operating
 Other Revenue and Support
TOTAL - GRAPH 3

19,190	21,155	21,609	23,200	28,806
136	263	-	58	3,019
19,326	21,418	21,609	23,258	31,825

Expenses

Program Services
 Management and General, Fundraising
TOTAL - GRAPH 3
 % of Program Services
 % of Management and Other

16,252	17,903	17,550	18,728	21,104
3,916	3,747	3,578	3,658	4,390
20,167	21,651	21,128	22,387	25,494
80.6%	82.7%	83.1%	83.7%	82.8%
19.4%	17.3%	16.9%	16.3%	17.2%
-4.2%	-1.1%	2.3%	3.9%	24.8%
10.1%	8.9%	8.7%	8.1%	6.4%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

96.9	99.6	88.6	28.6	28.6
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Faculty to Admin Ratio

0.1	0.1	0.2	0.5	0.5
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Financial Responsibility Composite Scores - GRAPH 6

Score
 Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
 Fiscally Needs Monitoring < 1.0

0.1	0.8	1.4	1.9	2.2
Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Adequate	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
 As % of Unrestricted Revenue
 Working Capital (Current) Ratio Score
 Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
 Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

1,567,726	1,259,253	3,627,982	3,957,747	6,101,424
12.0%	8.4%	23.7%	23.8%	26.9%
3.5	2.2	4.1	4.2	4.6
LOW	MEDIUM	LOW	LOW	LOW
Excellent	Good	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score
 Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
 Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

3.2	2.2	4.1	4.2	4.6
LOW	MEDIUM	LOW	LOW	LOW
Excellent	Good	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score
 Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
 Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

1.0	1.0	1.0	0.9	0.5
HIGH	HIGH	HIGH	MEDIUM	MEDIUM
Poor	Poor	Poor	Good	Good

Months of Cash - GRAPH 8

Score
 Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
 Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

1.3	1.7	3.5	3.2	3.2
MEDIUM	MEDIUM	LOW	LOW	LOW
Good	Good	Excellent	Excellent	Excellent



Charter Schools Institute
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