

THE SUNY CHARTER SCHOOLS INSTITUTE

*FIRST YEAR SCHOOL EVALUATION REPORT
BEDFORD STUYVESANT NEW
BEGINNINGS CHARTER SCHOOL 2*

*VISIT DATE: MARCH 18, 2025
REPORT DATE: JUNE 10, 2025*

SUNY Charter Schools Institute

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INTRODUCTION

INTRODUCTION

This report outlines the SUNY Charter Schools Institute's (the "Institute's") observations and findings from its March 18, 2025 first year school evaluation visit to the Bedford Stuyvesant New Beginnings Charter School 2 ("Bed Stuy New Beginnings 2").

REPORT FORMAT

Throughout the charter term the Institute may conduct a number of formal evaluative visits including in the first year of operation. Each formal evaluative visit produces a written report based on data gathered during these visits. These reports form the foundation of qualitative data on the school's effectiveness.

At the conclusion of the charter term, the Institute provides the State University of New York Board of Trustees (the "SUNY Trustees") a renewal recommendation based on its evaluation of the academic, organizational, legal, and fiscal aspects of the school's program using the [SUNY Renewal Benchmarks](#), which incorporates the school's attainment of its Accountability Plan goals and evidence of the quality of the school's educational program gathered in its formal evaluative visits. For first year evaluation visits, the Institute focuses on specific qualitative benchmarks that provide a fixed standard for determining the quality of the academic program as the school progresses toward renewal.





CHARTER BACKGROUND

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL 2

82 Lewis Avenue, Brooklyn, New York | Grades: K-1 | Bedford Stuyvesant



MISSION

At Bedford Stuyvesant New Beginnings Charter School 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, project based, and experiential learning, students will be prepared to succeed in higher education, careers and become responsible citizens of the global community.

CURRENT CHARTER

Serves:
Kindergarten – 1st

Chartered Enrollment:
162

Charter Expiration:
July 31, 2029

ANTICIPATED 2028-29

Grades Served:
Kindergarten – 5th

Chartered Enrollment:
486

KEY DESIGN ELEMENTS

Data driven decision making;



Differentiated instruction;



Student centered learning; and,



Project based and experiential learning leading to a self-selected career pathway.



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Bedford Stuyvesant New Beginnings Charter Schools (“Bed Stuy New Beginnings Schools” or the “education corporation”) is an education corporation authorized to operate Bedford Stuyvesant New Beginnings Charter School (“Bed Stuy New Beginnings”) and Bed Stuy New Beginnings 2. The New York City Schools Chancellor (“NYC Chancellor”) originally authorized Bed Stuy New Beginnings, which then merged to SUNY authorization effective July 1, 2024. The SUNY Trustees approved Bed Stuy New Beginnings 2 in October 2023. As Bed Stuy New Beginnings 2 grows to reach its intended grade span of Kindergarten – 5th grade in its initial charter term, Bed Stuy New Beginnings will roll up its Kindergarten – 5th grade program to serve 6th – 12th grade in 2028-29.

Bed Stuy New Beginnings 2 opened this year serving Kindergarten and 1st grade. The education corporation’s leadership envisions building an effectively rigorous academic program at the new school while embedding rich social emotional learning opportunities for students. Bed Stuy New Beginnings has a track record of success with high student performance, which leaders intend to replicate at Bed Stuy New Beginnings 2. The school’s program effectively embeds activities to support early childhood development. Both Kindergarten and 1st grade classrooms build students’ independence through choice time throughout the day. During choice time periods, students make choices to interact with high quality materials that align to student learning goals and engage with a variety of both academic and play options that both build foundational learning and extend prior knowledge. Teachers also use the time to work with small groups of students on specific and individualized needs.

One feature of the school’s social emotional learning program is the teddy bear program. Each student receives a teddy bear at the beginning of the year as a social emotional tool. The school identifies benefits for students as helping express and process emotions and foster social skills. The Institute observed effective use of the tool during the first year visit.

Pursuant to the Institute’s Prior Actions inspection of Bed Stuy New Beginnings 2 on August 12, 2024, (and documentation provided to or inspected by the Institute at that visit and prior/post thereto), the Institute determined that Bed Stuy New Beginnings Schools had completed substantially all of the Prior Actions required of it as defined in the Charter Agreement between the education corporation and the SUNY Trustees (the “Charter Agreement”). Therefore, the Institute permitted the school to open for instruction in accordance with the plan provided in the Charter Agreement.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

For first year visits, the Institute focuses on academic program benchmarks to establish a baseline measure of the quality of the school's systems and procedures, which heavily affect the progress that a school is able to demonstrate in meeting its Accountability Plan goals during the charter term. The Institute expects a school to have moved from the beginning of implementation and the promise of future growth to full and effective implementation of a quality program by the time the school comes to renewal.

ASSESSMENT

Bed Stuy New Beginnings 2 has an assessment system that improves instructional effectiveness. The school regularly administers a wide range of assessments to gather student data throughout the year and makes appropriate adjustments based on the data. The school administers English language arts ("ELA") and mathematics baseline inventories for Kindergarten readiness. For both grades, the school administers Fountas & Pinnell Benchmark Assessment System ("F&P") and STAR for ELA and IXL for mathematics at regular periods throughout the school year. These assessments give teachers a clear understanding of student performance. Teachers use assessment results to adjust classroom instruction, form small groups, and identify students for additional intervention services. The school engages in an intense cycle of remediation and support for students at the beginning of the school year. Teachers use diagnostic data to design six weeks of instruction that addresses learning gaps students bring into the school year. The school provides teachers with student data through EdVista, which aggregates assessment data to allow teachers to easily access results from each assessment in one place. Leaders use EdVista to design internal assessments as it provides a bank of questions aligned to New York State Standards.

After assessment administrations, leaders work with grade level teams to analyze and interpret student data to make necessary adjustments to instructional planning. The grade team meetings focus on discussing overall results then conducting item analysis to determine whole class reteaching and remediation needs. Teachers then review student level data to create action plans for small group instruction and any other interventions for individual students.

CURRICULUM

Bed Stuy New Beginnings 2 curricula support teachers with instructional planning. Instructional leaders design a curricular framework aligned to state standards with high expectations for student performance. The school uses HMH for ELA and Envisions for mathematics as the foundation for the school's curricular programs. Instructional coaches use the programs as a baseline to design scope and sequence documents, unit plans,

1. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

and lesson plans. Teachers meet with instructional coaches at least twice weekly to internalize lesson plans for the following week. Each grade team meets to review general content plans, identify misconceptions that may arise, and establish common responses to support students. Teachers also plan for specific small group instruction needs. Based on the school's resources and planning meetings, teachers are well aware of what to teach and when. From a review of lesson plans, teachers plan purposeful and focused lessons.

PEDAGOGY

High quality instruction is evident throughout Bed Stuy New Beginnings 2. Teachers deliver purposeful lessons with clear objectives. For each subject, teachers post and read objectives for students and design activities that closely relate to the learning target. Teachers design a range of whole group and small group instructional opportunities to meet targeted needs of students. Classrooms consistently include both a teacher and a teaching associate. Additional adults support instruction throughout the day as scheduled. Across all lessons, teachers have clearly planned roles and responsibilities. Teachers regularly and effectively use techniques to check for student understanding. During small group instruction, teachers closely monitor student work to gauge understanding and make adjustments as necessary. During whole group instruction, teachers use a wide range of strategies including hand signals or turn and talks. During independent work time, teachers circulate the classroom and check in on students. These strategies effectively allow teachers to identify misconceptions and address them in the moment.

Bed Stuy New Beginnings 2 teachers include opportunities in lessons to challenge students. For example, during student conferences, teachers prompt students with follow up questions to support concept mastery rather than providing direct answers. Teachers pose many questions throughout lessons that encourage the development of students' higher order thinking skills. Across the school, teachers maximize learning time with clear routines and procedures. Teachers seamlessly move from one lesson to the next with minimal disruptions.

INSTRUCTIONAL LEADERSHIP

Bed Stuy New Beginnings 2 has strong instructional leadership. The school's leadership establishes an environment of high expectations. Leaders' consistent coaching and support of teachers conveys a relentless pursuit of a high quality educational program for students. Leaders and teachers believe that every student can succeed, and it is part of the school's mission to provide a rigorous program with a focus on global citizenship. The school's instructional leadership team, including the principal, assistant principal, and instructional coaches, has the capacity to develop teacher practice effectively. The education corporation's chief academic officer further supports Bed Stuy New Beginnings 2's instructional leadership. The instructional leadership team has effective systems in place to coordinate with one another and build teachers' skills.

Instructional leaders provide opportunities for teachers to plan curriculum and instruction. During the site visit, the Institute observed a Kindergarten grade level meeting where instructional coaches and at-risk program staff members worked with teachers on questioning strategies and supports for ELLs. Grade team meetings occur regularly and provide opportunities for leaders to ensure teachers are internalizing lessons to best

BENCHMARK SUMMARY

support student learning. Instructional leaders implement coaching cycles as a process to develop teachers and focus on specific and targeted goals. Leaders design coaching cycles to provide teachers with multiple observations per week and model lessons. The cycles last between five and six weeks. Leaders are purposeful in designing and implementing professional development and base sessions on teacher needs as identified through observations and student data. These practices are effective as evidenced by the high quality teaching and learning across the school.

AT-RISK PROGRAM

Bed Stuy New Beginnings 2 meets the educational needs of at-risk students. The school uses compliant procedures to identify students with disabilities and ELLs. The school has a clear response to intervention (“RTI”) process in which leaders will identify students struggling academically based on diagnostic screeners and interim assessments throughout the year. Teachers also can refer students for the RTI process. Leaders work with teachers to identify interventions and implement them for a period of time before exiting students from RTI or referring for special education evaluation. Interventions include push in and pull out supports from support teachers as well as more opportunities for small group and individualized instruction from teachers. Through grade team meetings, teachers consistently monitor student progress.

For students with disabilities, the school offers integrated co-teaching (“ICT”) and related services such as speech and counseling. ICT teachers collaborate effectively to provide students with in class support during lessons. The Institute observed a wide range of co-teaching strategies throughout the visit. For ELLs, the school provides push in and pull out support from ELL teachers with a variety of programs to supplement work. At-risk program teachers collaborate effectively with classroom teachers.

ORGANIZATIONAL CAPACITY

Bed Stuy New Beginnings 2’s organization works effectively to deliver the education program. The school has a clear administrative structure and shares some staff members with Bed Stuy New Beginnings. At the executive level, an executive director, chief academic officer, and a chief finance officer support the operations and academics of Bed Stuy New Beginnings Schools. Bed Stuy New Beginnings 2 and the Bed Stuy New Beginnings elementary program have a director of operations who manages all operational aspects of the operations of the school building. With effective operational systems in place, instructional leaders are able to focus primarily on supporting the academic program.

The school has a clear student discipline systems in place, and teachers consistently apply behavioral expectations across classrooms. The school focuses on social-emotional learning to develop students and implement a positive behavior intervention system. Teachers use ClassDojo to track student behaviors and have clear systems for developing students’ social emotional learning. This includes the school’s unique teddy bear program in which each student has a teddy bear they can have throughout the day.

BENCHMARK SUMMARY

BOARD OVERSIGHT & GOVERNANCE

The Bed Stuy New Beginnings Schools board works effectively to achieve the school's Accountability Plan goals. Board members are deeply connected to the Bedford Stuyvesant community with many members having grown up in the neighborhood. The board chair attended school in a prior iteration of the school facility that Bed Stuy New Beginnings 2 occupies. The board has clear procedures and structures to set policies and monitor the academic program. Ahead of each full board meeting, school based staff members meet with committee members to report on updates relevant to the committee. Through committee work, members ask questions to gain a clear understanding of the school's successes and challenges. Committees then report to the full board with more information shared at full board meetings from school based staff members. Primarily the executive team presents to the board. The board sets clear priorities, which include building a strong start for Bed Stuy New Beginnings 2 and growing the Bed Stuy New Beginnings high school program.

The board is reflective on its governance practice and conducts a detailed self evaluation every two years. The frequency of two years allows the board to work on deficit areas and then evaluate over time how well it makes progress toward strengthening identified areas of need. It also reflects on its membership and actively recruits members to round out the board's expertise. The board is also thoughtful about succession planning.

Bed Stuy New Beginnings 2

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APPENDICES

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BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Victor Rivera	Joseph Sciamè
VICE CHAIR	Cynthia Aker
Kevin Nesbitt	John A. Matos
TREASURER	Cecelia Russo
Shawn Carson	Simone Pratt
SECRETARY	Vishal Gupta
Doris Givens	

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2024-25	162	142	88%	K-1

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2024-25	First Year Visit	March 18, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 18, 2025	Andrew Kile	Director of School Evaluation
	Jeff Schmidt	Senior Performance and Systems Analyst

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Initial	First Year of a Five Year Charter Term	Fall 2028

1. Source: The Institute’s board records at the time of the visit.

2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

