



**Bedford Stuyvesant New
Beginnings Charter School 2**

2024-25

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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82 Lewis Avenue, Brooklyn, NY 11206

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

✎ Nicholas Tishuk, Executive Director, prepared this 2024-25 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)
Kevin Nesbitt	Chair	Executive
Shawn Carson	Vice Chair	Finance
John Matos	Treasurer	Finance
Doris Givens	Secretary	Governance
Victor Rivera	Trustee	Governance
Joseph Sciamè	Trustee	Governance
Cecelia Russo	Trustee	Academic
Cynthia Aker	Trustee	Academic
Simone Pratt	Trustee	Development
Vishal Gupta	Trustee	Development

Nicholas Tishuk has served as the Executive Director since 2024.

SCHOOL OVERVIEW

At Bedford Stuyvesant New Beginnings Charter School 2, families, educators and community members will join together to create a supportive and rigorous academic environment. Through the pursuit of 21st century learning, project based & service learning, and traditional coursework strategies, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community.

BSNBCS opened in August 2024. In 2024-25, it served grades K-1 and it currently services grades K-2 in its Bed Stuy Campus, the former site of St. John’s College. BSNBCS serves students who include 96% eligible for Free and Reduced Lunch, 22% with Individual Education Plans, 20% English Language Learners and 20% McKinney-Vento Eligible students. The BSNBCS model includes data-driven instruction, co-teaching in most courses, Response to Intervention programs which support students and a positive culture that supports student learning.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2023-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2024-25	64	78	0	0	0	0	0	0	0	0	0	0	0	142

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students at Bedford Stuyvesant New Beginnings Charter School 2 will be proficient in readers and writers of English.

BACKGROUND

For English Language Arts, BSNBCS instructors use a variety of strategies, curricula, pedagogical techniques and learning modalities to support our students, including the following:

During the Reading Workshop, teachers use the *Into Reading* curriculum (Houghton Mifflin Harcourt) to directly instruct reading strategies and skills. During the Writing Workshop, teachers use a blended approach of HMH curriculum units, however also teacher created units that are interdisciplinary and thematic. This approach allows teachers to explicitly teach writing and grammar skills, as well as incorporate genre based units so .students learn to write with purpose of expressing meaning

During phonics, teachers instruct students on phonics and phonemic awareness, fluency skills, and foundational reading skills that are necessary to master accuracy in reading and writing. We use the

Throughout our entire program, students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Assessments incorporate all aspects of literacy: foundational reading standards (K-2), and reading comprehension and writing tasks (K-10).

During Guided Reading teachers use formative data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to more complex reading skills, even as the core instructional program progresses.

METHOD

IN 2024-25, BSNBCS2 assessed its students through a variety of internal assessments and external tools to ensure our students are on target to meet proficiency goals. This starts with our Kindergarten baseline inventories to determine readiness in ELA. Last year we administered the Fountas & Pinnell Benchmark Assessment System ("F&P"), Student Achievement in Reading (STAR) (Renaissance Learning) and IXL diagnostic for ELA on a rolling basis throughout the year. Our teachers use these assessments to understand their students' performance, growth metrics and intervention needs.

Our administrators then utilize this data along with classroom observations, informal feedback, and collaborative guidance from ELL and Special Education Coordinators to identify any needed

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Response to Intervention strategies including Tier 1 supports that include the full class, Tier 2 supports in Small Groups and Tier 3 supports which include individual supports. If Tier 3 support is not sufficient, the school will engage the family and the NYC Committee on Special Education to identify whether an initial referral for Special Education services is appropriate and we follow that process.

Every six weeks, teachers in K and 1 use formative data to identify student strengths and additional support needs. One important data tool is EdVista, which allows data to be easily accessed and shared to ensure all stakeholders understand each student's individual needs. The data is warehoused K-10, and allows us to filter information in a more disaggregated way. The benefit of this approach is that all the assessments can be reviewed and aggregated, along with the appropriate NYS Standards for ELA in grades K and 1, which eventually will prepare students for the ELA Assessments in Grades 3-8.

Additionally, our academic leadership works closely with grade team leads and teachers to review the data, analyze it, identify patterns and determine next steps to support planning for teaching and learning. Additional strategies, student deep dives and reviews and other approaches are discussed to ensure the school's approach is consistent with student needs.

RESULTS AND EVALUATION

BSNBCS students in Grades K and 1 met the internal targets for ELA on the EdVistas, phonics inventory and Reading Comprehension data, in foundational standards for NYS. In Kindergarten, 35% of students were proficient on the Assessments including both Phonics and Reading Comprehension; this grew to 73% at the end of year, which was a Median Growth of 109%.

In First grade, the Beginning of Year Proficiency was 48%, end of year was 76%, a 58% growth over the year.

We believe these strong results are influenced by our effective co-teaching framework, our Response to Intervention framework and strong data-driven instructional cycles with clear roles for all instructional stakeholders.

ELA						
Grade	# Tested BOY	# Tested EOY	%Proficiency BOY	% Proficiency EOY	Median Growth in % Passing	Note
K	51	65	35%	73%	109%	<p><i>Internal Data via Edvista: ELA assessments in K-1 include both phonics and reading comprehension</i></p> <p><i>*data reflects mean proficiency from both assessments</i></p>
1	58	78	48%	76%	58%	

ADDITIONAL CONTEXT AND EVIDENCE

As the school is now in its second year for 2025-26, we aim to maintain this level of student growth and continue to expand the effectiveness of the instructional program in 2026-26. In

particular, we will look to ensure that our English Language Learners and Students with Disabilities are making appropriate progress towards their grade level goals and IEP goals, in the lead up to the NYS Assessments in 3rd grade.

ACTION PLAN

To ensure we have consistency within each grade and across multiple grade spans, our Chief Academic Officer and School Principal review data consistently with our team and make adjustments to our collection, timing and formation of assessment materials. This regular review ensures that students are making progress directionally (improving throughout the year) but also that our model is robust enough to ensure that no students fall between the cracks of our assessment framework. To support this work in 2025-26 and beyond, we will identify additional data points including identifying needs of various subpopulations including students with Disabilities and English Language Learners.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students at Bedford Stuyvesant New Beginnings Charter School 2 will be proficient in mathematics.

BACKGROUND

For mathematics, our Kindergarten and 1st Grade Students use a variety of Mathematics resources including the IXL diagnostic and internal assessments via EdVista that are aligned with our curriculum and the New York State Standards. Each classroom typically includes a Teacher and Instructional Associate and every third section includes a full-time Special Education teacher who provides special education services through the Collaborative Team Teaching framework. This allows us to provide differentiated instruction across all tiers on a daily basis.

Throughout our entire program, students build and reinforce counting skills, arithmetic, procedural fluency and flexible problem solving skills that are needed for success in elementary school mathematics. We devote two periods of math (or about 105 min) each day so students are able to learn basic skills and strategies, while still applying those skills to real world problems. This was the largest shift of NGSS, and assessing proficiency in mathematics.

During mathematics lessons, teachers use formative data from our EdVista assessments to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to more complex mathematical skills, even as the core instructional program progresses.

METHOD

The school used EnVision mathematics during the 2024-25 school year and assessed periodically using the framework described above for ELA; student data is reviewed periodically, adjustments are made in alignment with student needs and a strong RTI program powers our instructional approach to support learners overall and as individuals.

RESULTS AND EVALUATION

BSNBCS students in Grades K and 1 met the internal targets for Mathematics on the EdVistas and Counting Inventory, including the foundational standards for NYS. In Kindergarten, 45% of students were proficient on the internal assessments Assessments including this grew to 75.9% at the end of year, which was a Median Growth of 68.6%%.

In First grade, the Beginning of Year Proficiency was 58.1%, end of year was 88.2%, a 51.8% growth over the year.

We believe these strong results are influenced by our effective co-teaching framework, our Response to Intervention framework and strong data-driven instructional cycles with clear roles for all instructional stakeholders.

MATH						
Grade	# Tested BOY	# Tested EOY	%Proficiency BOY	% Proficiency EOY	Median Growth in % Passing	Note
K	54	80	45%	75.9%	68.6%	Internal Data via EdVista aligned with EnVision and NYS state standards: Counting Inventory is included in both BOY & EOY assessment for proficiency
1	62	76	58.1%	88.2%	51.8%	

ADDITIONAL CONTEXT AND EVIDENCE

As the school is now in its second year for 2025-26, we aim to maintain this level of student growth and continue to expand the effectiveness of the instructional program in 2026-26. In particular, we will look to ensure that our English Language Learners and Students with Disabilities are making appropriate progress towards their grade level goals and IEP goals, in the lead up to the NYS Mathematics Assessments in 3rd grade.

ACTION PLAN

Aligned with the plan above for ELA, to ensure we have consistency within each grade and across multiple grade spans, our Chief Academic Officer and School Principal review Mathematics data consistently with our team and make adjustments to our collection, timing and formation of assessment materials. This regular review ensures that students are making

progress directionally (improving throughout the year) but also that our model is robust enough to ensure that no students fall between the cracks of our assessment framework.

To support this work in 2025-26 and beyond, we will identify additional data points including identifying needs of various subpopulations including students with Disabilities and English Language Learners.

GOAL 3: SCIENCE

Goal 3: Science

Students at Bedford Stuyvesant New Beginnings Charter School 2 will be proficient in applying scientific principles.

BACKGROUND

For the foundational science instruction in grades K and 1, we utilize a play based model that encourages students to test different ideas, make observations and access the curriculum in a developmentally appropriate way. For 2024-25, we did not utilize outside assessments for this learning modality but rather focused on teacher observations and project based learning from interdisciplinary units that are consistent with the ELA and Mathematics process. This allowed a focus on Mathematics and ELA while ensuring the Science standards were incorporated into each unit. As students get into upper elementary grades in coming years, more traditional approaches to science assessments will complement the ELA and Mathematics work.

METHOD

For Kindergarten and 1st grade science instruction, teachers utilized grade level local assessments consistent with the Into Science curriculum including experiential learning, verbal assessments and play based learning opportunities to develop foundational science knowledge. We did not utilize nationally normed assessments or external tools for grades K-1.

RESULTS AND EVALUATION

For Kindergarten and 1st grade science instruction, administrators and teachers observed student needs in Science through classroom observations, verbal queries and rubric based grading of student progress. Students were learning at great appropriate levels throughout the year, consistent with the Mathematics progress made, according to our standards based progress reports. Through this interdisciplinary approach and multi-tiered assessment framework, we measured 83% of students in K and 78% of students in 1st grade were able to show proficiency of both ELA and Science standards in their thematic units on the Rainforest and Writing Research.

ADDITIONAL CONTEXT AND EVIDENCE

BSNBCS2's instructional model owes a large amount in its approach to its sister school, BSNBCS. Project based learning is a key element in both models and we are confident that the learning experiences in early grades will lead to high levels of proficiency in Science. In 2025,

as an example, 93.7% of 5th graders at BSNBCS passed their NYS Science Assessment, based on an instructional framework consistent with BSNBCS2's in 2024-25.

ACTION PLAN

Aligned with the plan above for ELA and Mathematics, to ensure we have consistency within each grade and across multiple grade spans, our Chief Academic Officer and School Principal will review Science data consistently with our team and make adjustments to our collection, timing and formation of assessment materials. This regular review ensures that students are making progress directionally (improving throughout the year) but also that our model is robust enough to ensure that no students fall between the cracks of our assessment framework.

To support this work in 2025-26 and beyond, we will identify additional data points including identifying needs of various subpopulations including students with Disabilities and English Language Learners.

Additionally, we are expanding our assessment framework to explicitly include our approach to Science this year. One way we are doing this is by collecting and storing student artifacts from thematic units during ELA and also Choice Time (based on the Bank Street model). This will allow us to have more concentrated data on science progressions, as they move towards more standardized assessment structures.

GOAL 4: ESSA

Goal 4: ESSA

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The school is in the Local Support and Improvement category.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2022-23	NA
2023-24	NA
2024-25	Local Support and Improvement

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ELA

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MATH

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