



# SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH  
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL 2



# EXECUTIVE SUMMARY

The applicants submitted the 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”) (available at: <http://www.newyorkcharters.org/suny-releases-final-2019-rfp/>) released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on December 12, 2018. The Institute makes copies of applications available at <http://www.newyorkcharters.org/request-for-proposals/2019-suny-request-for-proposals-round-1-spring-cycle/>.

Bed Stuy New Beginnings 2 will open in August 2020 in a private facility in New York Community School District (“CSD”) 16 in Brooklyn, with 150 students in Kindergarten – 1<sup>st</sup> grade, and grow to serve 600 students in Kindergarten – 5<sup>th</sup> grade and 9<sup>th</sup> – 10<sup>th</sup> grade during its first charter term. Ultimately, the school would serve Kindergarten – 12<sup>th</sup> grade. After Year, 1 the school will enroll one elementary grade level per year until Year 4, when it will also begin enrolling high school students in 9<sup>th</sup> grade, and add one high school grade each year thereafter. Bed Stuy New Beginnings 2 will fill all seats that become available through attrition in all grades throughout the school year. The school will replicate the highly effective instructional Kindergarten – 8<sup>th</sup> grade program implemented by Bedford Stuyvesant New Beginnings Charter School (“Bed Stuy New Beginnings”), which is authorized by the New York City Schools Chancellor (the “NYC Schools Chancellor”), and then add a high school program. As applicable, information regarding the renewal history, academic performance, and student discipline for the existing school is presented in Appendix B.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”), the Institute finds that the proposal for Bed Stuy New Beginnings 2 rigorously demonstrates the criteria detailed in the RFP, which align with the Act.

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

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

# TABLE OF CONTENTS

FINDINGS

| 2

PREFERENCE SCORING

| 10

BACKGROUND & DESCRIPTION

| 4

CONCLUSION & RECOMMENDATIONS

| 11

NOTIFICATION & PUBLIC COMMENTS

| 10

APPENDIX A  
Summary of Public Comments Received  
APPENDIX B  
Exiting School Performance  
APPENDIX C  
Fiscal Dashboard

# 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 high school program design with an experiential learning model in which students have the opportunity to participate in internships with local businesses and organizations, thereby developing critical career skills;
  - 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;

- significant need within CSD 16, which has the highest percentage of students with disabilities in the New York City Department of Education (the “NYCDOE” or “district”);
  - a robust arts program that includes classes in digital photography, which provide students with opportunities to develop skills in mathematics, storytelling, and technology; and,
  - academic outcomes that have shown consistent improvement 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, of 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 New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the 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 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. Pursuant to its protocols, the Institute conducted an interview with the founding team including the applicants, the proposed board of trustees, and key Bed Stuy New Beginnings 2 leadership. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team and the board of trustees.

Amendments to the Act in 2015 restricted the total number of charter schools the SUNY Trustees and the Board of Regents may approve to open in New York City. Since then the SUNY Trustees and the Board of Regents have approved all except for seven charters for that area.

# BACKGROUND & DESCRIPTION

Bed Stuy New Beginnings opened its doors in September 2010 with authorization from the NYC Schools Chancellor. The school currently serves 703 Kindergarten – 8<sup>th</sup> grade students in private space in CSD 16 in Brooklyn, and its charter will expire on or about July 31, 2020.

If authorized, Bed Stuy New Beginnings 2 would receive the Kindergarten – 8<sup>th</sup> grade program from Bed Stuy New Beginnings. For the first three years of Bed Stuy New Beginnings 2's charter term, the school will not create new seats but rather transfer existing Kindergarten – 3<sup>rd</sup> grade seats from Bed Stuy New Beginnings to the SUNY authorized charter by providing instruction in a grade at the new school and ceasing instruction at the existing school. Starting in Year 4 of the new charter term, the school will begin enrolling 9<sup>th</sup> grade students, thereby creating new high school seats and, if the school is renewed for a second term, ultimately creating a complete Kindergarten – 12<sup>th</sup> grade program authorized by the SUNY Trustees. Bed Stuy New Beginnings seeks to make this authorizing change in order to access facilities funding not available under its current charter.

Additionally, the proposed school seeks to create new high school seats due to the lack of high school options in the school's location in Bedford Stuyvesant. Currently there are no charter high schools in CSD 16, except for the SUNY-authorized Brooklyn Emerging Leaders Academy Charter School ("BELA"), which only serves female students. Between 2015-17, the four-year graduation rates of the high schools currently operating in CSD 16 were 18% – 76%. The founding team of Bed Stuy New Beginnings 2 reports that numerous families of students in the existing school have requested a local high quality high school option for their children.

## 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 high school level this includes internships at local businesses and organizations and week long practicums in career focused topics, which will enable students to gain exposure to real world working environments and equip them with critical workplace skills.

## CALENDAR AND SCHEDULE

Bed Stuy New Beginnings 2 will offer approximately 183 days of instruction each year. The first day of instruction for the 2020 school year will be on or around August 24, 2020, and the last day will be on or around June 18, 2021. 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 1,144 hours of instruction per year, a 27% increase over the state minimum of 900 hours for 1<sup>st</sup>–6<sup>th</sup> grade and a 13% increase over the state minimum of 990 hours for 7<sup>th</sup>–12<sup>th</sup> 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 – 8<sup>th</sup> 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 – 2<sup>nd</sup> 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. Bed Stuy New Beginnings 2 intends to develop its high school English curriculum based on resources available from high performing high schools, such as University Prep Charter High School (“University Prep”), a SUNY-authorized school in the Bronx, and Byram Hills High School (“Byram Hills”), a district school in Westchester, NY. Units of study will include literary essays, short stories, novels, and poetry.

### **Mathematics**

Bed Stuy New Beginnings develops 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. Bed Stuy New Beginnings 2’s high school mathematics program will offer Regents aligned courses that support students’ mathematical progress and position them to obtain Regents diplomas. The school intends to use resources from University Prep and Byram Hills to develop its high school mathematics curriculum, which will encompass topics in algebra, geometry, and probability and statistics, as well as math enrichment classes and practicums, such as real world mathematics, consumer mathematics, and the business of sports. The school will also offer trigonometry, pre-calculus, and Advanced Placement (“AP”) calculus in order to prepare students for college mathematics.

### **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. Bed Stuy New Beginnings 2’s high school will offer Regents science courses including living environment, earth science, chemistry, physics, and environmental science. In addition, the high school will offer AP biology in order to ensure that students are prepared for college level science courses. Students will also have the opportunity to take week long practicums in science, such as geology, urban ecology, and science in popular culture.

### **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. Regents history courses at the high school will include global history 1 and 2 and United States history, as well as participation in government and economics, both graduation requirements.

### **Visual and Performing Arts and Technology**

Bed Stuy New Beginnings offers a robust array of arts classes at every level. For example, 3<sup>rd</sup> – 5<sup>th</sup> 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. At the high school level, Bed Stuy New Beginnings 2 students will have access to elective courses in technology, art, and music.

### **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 the new proposed high school, students will have opportunities to model these values for their younger peers through community sessions, service learning, and other related programs.

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 – 8<sup>th</sup> 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 and assistant principal will report directly to the principal, as will three non-instructional staff members. Starting in Year 4, the executive director will oversee a Kindergarten – 8<sup>th</sup> grade principal and high school principal who manage all the instructional, non-instructional, and administrative staff members at their respective schools including a shared 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 (1980), Pitzer College (1984), and Harvard Law School (1987). He was born and raised in the NYCHA Sumner houses, a few blocks from Bed Stuy New Beginnings. Since the mid-2000s, Mr. Rivera has partnered with local community leaders to provide high quality education to the children growing up in his childhood community.

### **2. Patricia Bramwell, MSW, CSW, Vice-Chair**

Ms. Bramwell is the sixth generation of her family to be born and raised and reside in Bedford-Stuyvesant. She graduated from Central State University and Fordham University, and became a tenured assistant professor at City College’s Department of Special Programs. She was also New York City Commissioner of Human Rights and Vice-Chair of the CSD 16 school board.

### **3. Doris Givens, Treasurer**

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.

#### 4. Kevin A. Nesbitt, Secretary

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. He and his wife have two children and live in Bedford-Stuyvesant.

#### 5. Joseph Sciame, Trustee

Mr. Sciame 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 the request for public space be denied, 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. Expected Number of Students	B. Basic Charter School Per Pupil Aid	C. Projected Per Pupil Revenue (AxB)	D. Other District Revenue (SPED, Food Service, Grants, etc.)	E. Total Project Funding from District to Charter School (C+D)	F. New York City School District Budget	G. Projected District Impact (E/F)
Year 1 (2020-21)	150	15,307	2,296,050	1,075,372	3,371,042	25,600,000,000	0.02%
Year 5 (2024-25)	700	15,307	10,714,900	7,048,179	17,763,079	25,600,000,000	0.07%

\*The NYCDOE budget was derived from the NYCDOE’s website: <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>.

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, public charter, public district 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 charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient startup funds will be available to the new charter school.

The Institute analyzed the existing school operating under another authorizer and found that audited financial statements reflect an adequate financial position for two out the last three years with last year's financial position deteriorated because of non-cash accounting items of deferred rent and depreciation. The school did expend substantial development program funds to gain access to capital funds via city grants and establishment of free student programs and external partnerships. The proposed new school budget projections reflect the proposed school being eligible for much more rental assistance than the original school, which was only eligible for roughly 20% of the students; the new school would be 100% eligible for rental assistance. This increased facilities aid will greatly reduce the amount of per pupil dollars spent on facilities related costs and allow for more programming dollars.

A fiscal dashboard reporting the last three 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 February 28, 2019, 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 March 4, 2019 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, or issued in New York City in 2019. 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. (See 2019 RFP at 10 or Replication RFP at 9.) 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 Bedford Stuyvesant 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 18.25 preference points out of a maximum of 45. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY Trustees approve the establishment of Bedford Stuyvesant New Beginnings 2.

## CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish Bedford Stuyvesant New Beginnings Charter School 2 to open in August 2020.

# APPENDIX A:

## SUMMARY OF PUBLIC COMMENTS RECEIVED

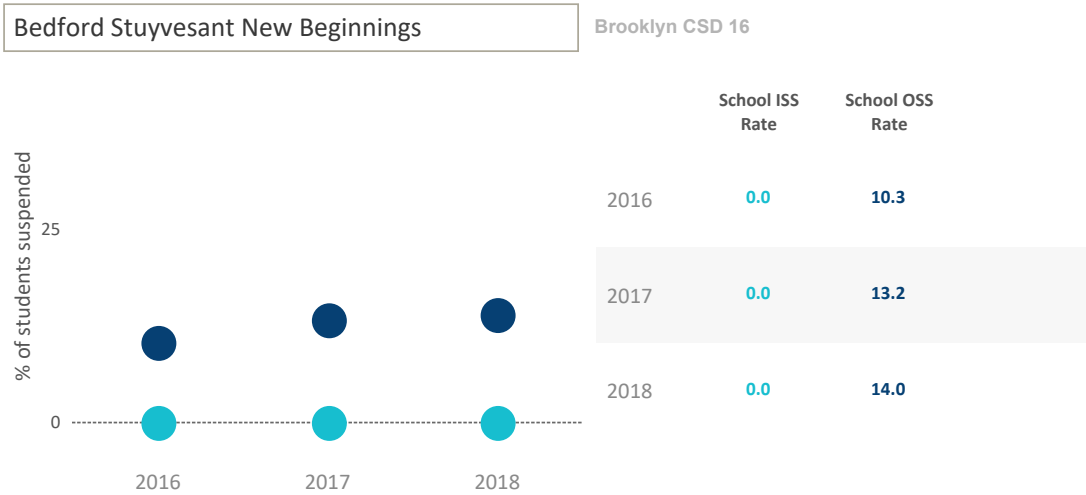
### SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH MARCH 1, 2019

On or about January 16, 2019, 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 February 28, 2019, 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 March 4, 2019 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 at: <http://www.newyorkcharters.org/request-for-proposals/2019-suny-request-for-proposals-round-1-spring-cycle/bedford-stuyvesant-new-beginnings-charter-school-2-2/>.

The Institute received multiple letters of support for Bed Stuy New Beginnings 2 from local elected officials including City Council Member Rafael Espinal; State Assembly Member Erik Dilan; State Senator Martin Dilan; and, Brooklyn Borough President Eric L. Adams. In addition, the school provided letters of support from several community leaders including Miguelina Garcia, family worker, Tompkins Children's Center; Petra Padilla, program manager/education director, Thomas A. DeStefano Head Start; Valia M. Patterson Hoffman, director, Our Children The Leaders of Tomorrow; and, Rev. Astor L. Rodriguez, C.M., St. John the Baptist Parish, as well as multiple partners from a variety of city organizations.

To date the Institute has not receive any direct comments in opposition to the proposed school.

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

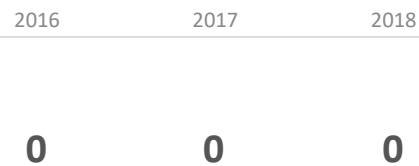


CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is 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



**Expulsions:** The number of students expelled from the school each year.



## Bedford Stuyvesant New Beginnings's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		91.5	94.5
	English language learners		5.0	13.7
	Students with disabilities		22.7	20.4
Retention	Economically disadvantaged		86.4	82.8
	English language learners		84.0	87.1
	Students with disabilities		87.5	84.5

The enrollment and retention targets above are calculated using the school's 2017-18 actual enrollment and grade span. The enrollment and retention rates for subgroups reflect data submitted by the school to the Institute. The overall persistence rates reflect data from the NYCDOE and the school's internal databases.

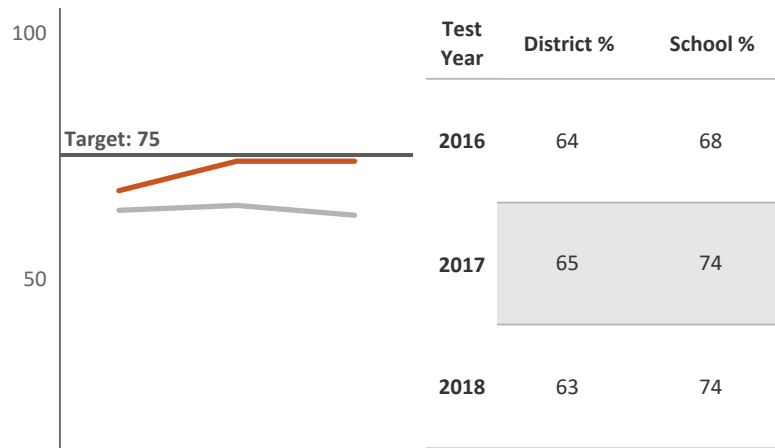
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Bedford Stuyvesant New Beginnings Charter School

Brooklyn CSD 16

## SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



## SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	104	132	138
Tested on State Exam	67	86	91
School Percent Proficient on ELA Exam	5.9	8.1	23.1
District Percent Proficient	6.1	8.3	11.1

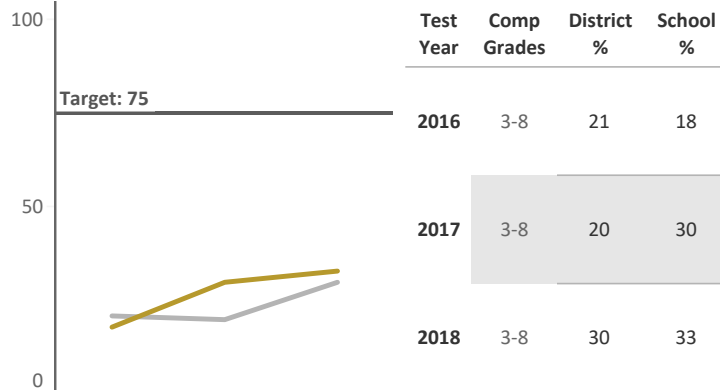
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Bedford Stuyvesant New Beginnings Charter School

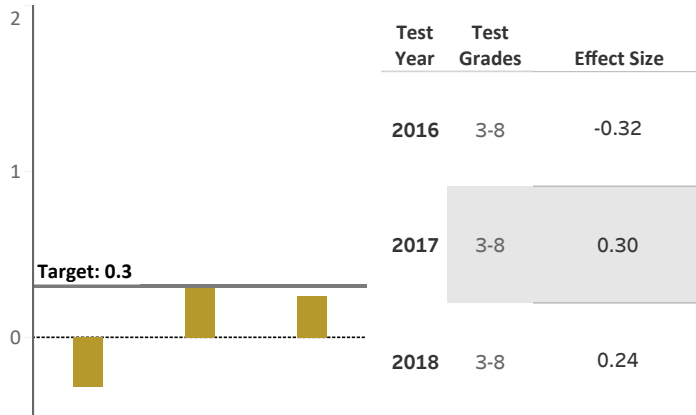
Brooklyn CSD 16

## MATHEMATICS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **Mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



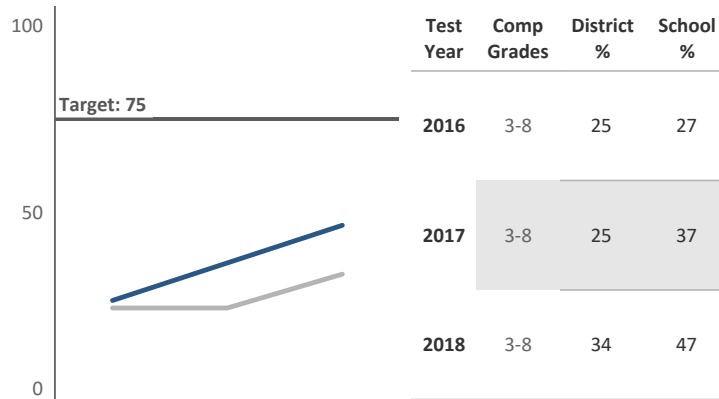
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Bedford Stuyvesant New Beginnings Charter School

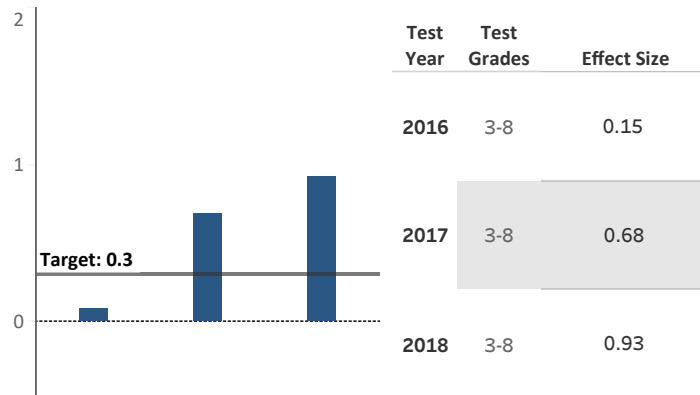
Brooklyn CSD 16

## ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at the school performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



# APPENDIX C: FISCAL DASHBOARD

## BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 2010-11

#### Assets

##### Current Assets

	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	1,614,801	1,443,534	1,464,026
Grants and Contracts Receivable	-	-	412,560	627,217	593,184
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	8,225	283,758	147,809
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	<b>2,035,586</b>	<b>2,354,509</b>	<b>2,205,019</b>
Property, Building and Equipment, net	-	-	1,900,242	1,813,909	1,766,568
Other Assets	-	-	155,083	155,158	155,234
<b>Total Assets - GRAPH 1</b>	-	-	<b>4,090,911</b>	<b>4,323,576</b>	<b>4,126,821</b>

#### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	-	-	265,657	45,801	182,545
Accrued Payroll and Benefits	-	-	355,737	384,670	454,748
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	22,265	17,416	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	<b>643,659</b>	<b>447,887</b>	<b>637,293</b>
Deferred Rent	-	-	2,937,211	3,121,556	3,305,903
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	<b>3,580,870</b>	<b>3,569,443</b>	<b>3,943,196</b>

#### Net Assets

Unrestricted	-	-	510,041	754,133	183,625
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	-	<b>510,041</b>	<b>754,133</b>	<b>183,625</b>
<b>Total Liabilities and Net Assets</b>	-	-	<b>4,090,911</b>	<b>4,323,576</b>	<b>4,126,821</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	-	-	9,728,062	10,978,722	11,638,551
Students with Disabilities	-	-	-	-	-
<b>Grants and Contracts</b>					
State and local	-	-	296,144	323,914	204,041
Federal - Title and IDEA	-	-	-	-	-
Federal - Other	-	-	338,505	518,020	554,978
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	298,775	613,185
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	-	<b>10,362,711</b>	<b>12,119,431</b>	<b>13,010,755</b>

##### Expenses

Regular Education	-	-	6,036,314	6,960,991	8,083,253
SPED	-	-	1,658,745	2,076,678	2,497,105
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	306,085	167,557	438,213
<b>Total Program Services</b>	-	-	<b>8,001,144</b>	<b>9,205,226</b>	<b>11,018,571</b>
Management and General	-	-	1,980,090	2,446,260	2,422,196
Fundraising	-	-	174,106	296,756	232,551
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	<b>10,155,340</b>	<b>11,948,242</b>	<b>13,673,318</b>
<b>Surplus / (Deficit) From School Operations</b>	-	-	<b>207,371</b>	<b>171,189</b>	<b>(662,563)</b>

##### Support and Other Revenue

Contributions	-	-	22,015	150	35,577
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	45,139	72,753	56,478
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	<b>67,154</b>	<b>72,903</b>	<b>92,055</b>

Total Unrestricted Revenue	-	-	10,703,281	12,192,334	13,102,810
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	<b>10,703,281</b>	<b>12,192,334</b>	<b>13,102,810</b>

<b>Change in Net Assets</b>	-	-	<b>274,525</b>	<b>244,092</b>	<b>(570,508)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	<b>(37,900)</b>	<b>510,041</b>	<b>754,133</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	<b>236,625</b>	<b>754,133</b>	<b>183,625</b>

# APPENDIX C: FISCAL DASHBOARD

## BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service	-	-	-	-	-
Administrative Staff Personnel	-	-	-	-	-
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	5,572,792	6,785,419	7,887,529
<b>Total Salaries and Staff</b>	-	-	<b>5,572,792</b>	<b>6,785,419</b>	<b>7,887,529</b>
Fringe Benefits & Payroll Taxes	-	-	1,155,846	1,435,285	1,794,646
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	1,317,986	1,318,556	1,317,986
Staff Development	-	-	30,967	99,474	154,569
Professional Fees, Consultant & Purchased Services	-	-	518,983	679,167	685,168
Marketing / Recruitment	-	-	118,932	90,072	106,150
Student Supplies, Materials & Services	-	-	319,984	360,787	395,378
Depreciation	-	-	310,365	368,744	337,412
Other	-	-	809,485	810,738	994,480
<b>Total Expenses</b>	-	-	<b>10,155,340</b>	<b>11,948,242</b>	<b>13,673,318</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	?	?	?
Final Chartered Enrollment (includes any revisions)	-	-	?	?	?
Actual Enrollment - <b>GRAPH 4</b>	-	-	608	649	669
Chartered Grades	-	-	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: 0

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	13,877	14,027	14,527
Increase over prior year	0.0%	0.0%	100.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	-	17,044	18,674	19,448
Other Revenue and Support	-	-	110	112	138
<b>TOTAL - GRAPH 3</b>	-	-	<b>17,154</b>	<b>18,786</b>	<b>19,586</b>

##### Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	-	-	13,160	14,184	16,470
Management and General, Fundraising	-	-	3,543	4,227	3,968
<b>TOTAL - GRAPH 3</b>	-	-	<b>16,703</b>	<b>18,410</b>	<b>20,438</b>
% of Program Services	0.0%	0.0%	78.8%	77.0%	80.6%
% of Management and Other	0.0%	0.0%	21.2%	23.0%	19.4%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	2.7%	2.0%	-4.2%

#### Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	10.5	9.8	9.8

#### Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	3.9	4.4	4.3

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
0.0	0.0	1.1	1.1	0.1	
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Adequate	Fiscally Adequate	Fiscally Needs Monitoring

#### Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	0	0	1,391,927	1,906,622	1,567,726
As % of Unrestricted Revenue	0.0%	0.0%	13.0%	15.6%	12.0%
Working Capital (Current) Ratio Score	0.0	0.0	3.2	5.3	3.5
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
0.0	0.0	3.1	4.6	3.2	
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
0.0	0.0	0.9	0.8	1.0	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	MEDIUM	MEDIUM	HIGH
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Good	Good	Poor

#### Months of Cash - GRAPH 8

Score	2013-14	2014-15	2015-16	2016-17	2017-18
0.0	0.0	1.9	1.4	1.3	
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Good	Good



**Charter Schools Institute**  
The State University of New York

[www.newyorkcharters.org](http://www.newyorkcharters.org)

State University Plaza  
353 Broadway  
Albany, New York 12246  
518-445-4250