



**Department of
Education**

Carmen Fariña, Chancellor

Renewal Report for Beginning with Children Charter School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

Part 1: Summary of Renewal Recommendation

Charter School Background

Beginning with Children Charter School (BwCCS)¹ is an elementary and middle school located in the Williamsburg neighborhood of Brooklyn. The school is located in two NYC DOE-operated buildings in Community School District 14. The school's elementary school grades are co-located with P.S. /I.S. 157, The Benjamin Franklin Health & Science Academy, and the school's middle school grades are co-located with P.S. 373, Brooklyn Transition Center.²

The school is currently in its third charter term. The school converted from a traditional district school to a charter school in 2001 and operates under a collective bargaining agreement with the teachers, supervisors and paraprofessional's unions as a result of being a conversion charter school.

School Mission

Beginning with Children Charter School is committed to a K-8 continuum of educational program that builds upon itself and echoes academic and social emotional skills at each grade level. The school promotes a culture of literacy, provides students an opportunity to learn Spanish and Latin, and offers youth development programs through Education Alchemy, Saint Nicks Alliance and the Paideia Institute that advance literacy and expression through the arts.

Beginning With Children Charter School	
School Leader(s)	Valerie Davis-Fells
Board Chair(s)	Amanda Haught and Patrick Kern
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Service Provider: Victory Education Partners
District(s) of Location	NYC Community School District 14
Physical Addresses	850 Kent Avenue, Brooklyn, NY 11205 (K-5) 185 Ellery Street, Brooklyn, NY 11206 (6-8)
Facility Owner(s) ³	DOE
Enrollment ⁴	370
Grades Served	K-8

¹ The school has submitted a material revision to change its name to Phoenix Rising Community Charter School.

² According to NYC DOE Location Code Generation and Managements System.

³ According to NYC DOE Location Code Generation and Managements System.

⁴ Students active in school as of October 14, 2015, according to ATS.

Renewal Recommendation

Beginning with Children Charter School was previously renewed for a full five year term in the 2010-11 academic year with the following conditions:

- The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.⁵
- The Board must demonstrate a plan for sound oversight and evaluation of school leadership and the Beginning with Children Foundation.⁶
- The school must demonstrate attainment of charter goals.

Beginning with Children Charter School has not satisfied the only applicable condition for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends non-renewal of the charter agreement.

Beginning With Children Charter School	
School Opened For Instruction	2001-2002
Date of First Renewal	2005-2006
Date of Second Renewal	2010-2011
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	K-8
Current Authorized Enrollment	450
Proposed New Charter Term	N/A – the renewal recommendation is non-renewal
Proposed Authorized Grade Span for New Charter Term	N/A – the renewal recommendation is non-renewal
Proposed Authorized Enrollment for New Charter Term	N/A – the renewal recommendation is non-renewal

⁵ Beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ Please note that the school separated from the Beginning with Children Foundation at the end of the 2013-14 school year and is now independently managed without the Foundation's support.

Part 2: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

Statutory Basis for Renewal

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851 (4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

Renewal Outcomes

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

Full-Term Renewal

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

Short Term Renewal

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

Non-Renewal

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

Part 3: Findings

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

Essential Question 1: Is the school an academic success?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Beginning with Children Charter School met or did not meet the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math⁷, Grades 4 and 8 Science, and New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of renewal, Beginning with Children Charter School has not demonstrated academic success.

The school was last renewed in April, 2011. As a result, the NYC DOE has four years of NYS assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Beginning with Children Charter School. For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁸ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP’s findings for Essential Question 1 is below.

Comparative Academic Performance

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates			
NYS ELA exam proficiency rates exceed comparable Citywide rates			
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates ⁹			
NYS Math exam proficiency rates exceed comparable CSD rates			
NYS Math exam proficiency rates exceed comparable Citywide rates			
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates			
NYS Science exam proficiency rates exceed comparable CSD rates			
NYS Science exam proficiency rates exceed comparable Citywide rates			

⁷ Grades 3-8 ELA and Math proficiency rates are based on attribution using BEDS day enrollment for the applicable school year.

⁸ Please note that in analyzing a school’s progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school’s academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁹ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the NYC DOE’s school quality resources for a current definition.

NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates ¹⁰	N/A
NYS ELA Regents exam pass rates exceed Citywide rates	N/A
NYS Math Regents exam pass rates exceed Citywide rates	N/A
NYS Science Regents exam pass rates exceed Citywide rates	N/A
Graduation rates ¹¹ exceed Citywide rates	N/A

Partly Met Standards – Comparative Academic Performance

- NYS Science exam proficiency rates did not exceed Citywide rates in 2013-14 or 2014-15.

Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase			
NYS Math exam proficiency rates increase			
NYS Regents exam pass rates increase		N/A	
Graduation rates increase		N/A	

Partly Met Standards – Academic Growth

- NYS Math exam proficiency rates did not increase in 2010-11, 2012-13, or 2014-15.

Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates			
NYS ELA exam proficiency rates for ELLs exceed Citywide rates			
NYS Math exam proficiency rates for ELLs exceed CSD rates			
NYS Math exam proficiency rates for ELLs exceed Citywide rates			
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates			
NYS ELA exam proficiency rates for SWD exceed Citywide rates			
NYS Math exam proficiency rates for SWD exceed CSD rates			
NYS Math exam proficiency rates for SWD exceed Citywide rates			
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹² exceed CSD rates			
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Regents exam pass rates for ELLs exceed Citywide rates		N/A	
NYS Regents exam pass rates for SWD exceed Citywide rates		N/A	
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates		N/A	

¹⁰ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “NA” for all Chancellor-authorized charter schools.

¹¹ The NYC DOE evaluates all applicable graduation rates.

¹² The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Graduation rates for ELLs exceeds Citywide rates	N/A
Graduation rates for SWD exceeds Citywide rates	N/A
Graduation rates for students eligible for FRPL exceeds Citywide rates ¹³	N/A

Partly Met Standards – Closing the Achievement Gap

- NYS ELA exam proficiency rates for ELLs did not exceed CSD rates in 2011-12, 2012-13, or 2013-14.
- NYS ELA exam proficiency rates for ELLs did not exceed Citywide rates in 2011-12, 2012-13, or 2013-14.
- NYS ELA exam proficiency rates for SwD did not exceed CSD rates in 2011-12 or 2012-13.
- NYS ELA exam proficiency rates for SwD did not exceed Citywide rates in 2012-13.
- NYS Math exam proficiency rates for SwD did not exceed CSD rates in 2011-12 or 2013-14.
- NYS Math exam proficiency rates for SwD did not exceed Citywide rates in 2011-12, 2013-14, or 2014-15.

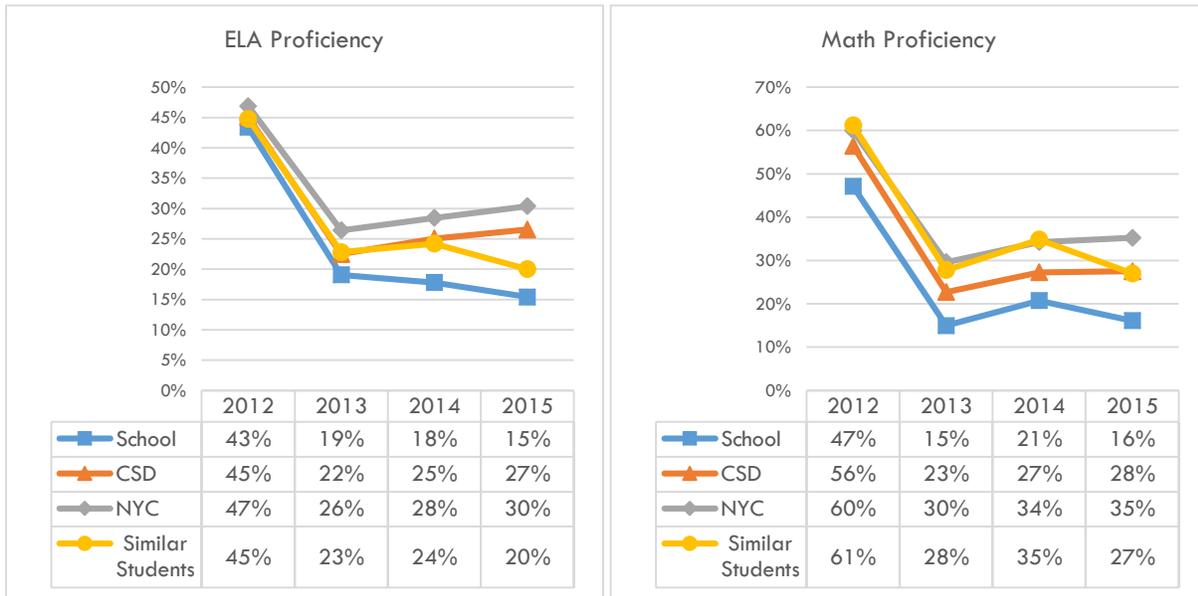
College & Career Readiness (for grades 9-12 only)

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates ¹⁴		N/A	
College & Career Preparatory Course Index exceeds Citywide average		N/A	
College Readiness Index exceeds Citywide average		N/A	

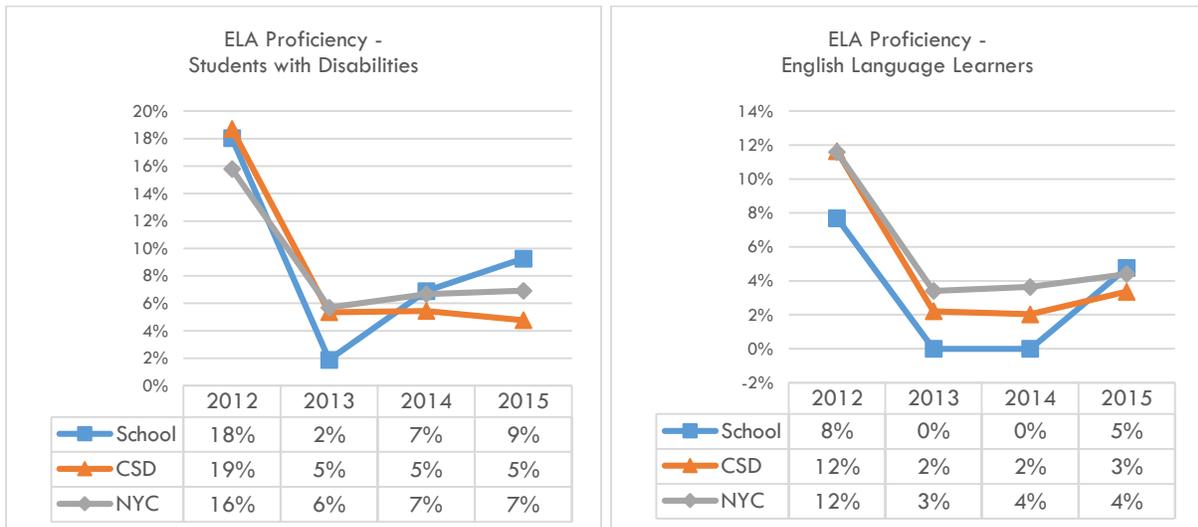
¹³ The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “NA” for all Chancellor-authorized charter schools.

¹⁴ The NYC DOE evaluates all applicable postsecondary enrollment rates.

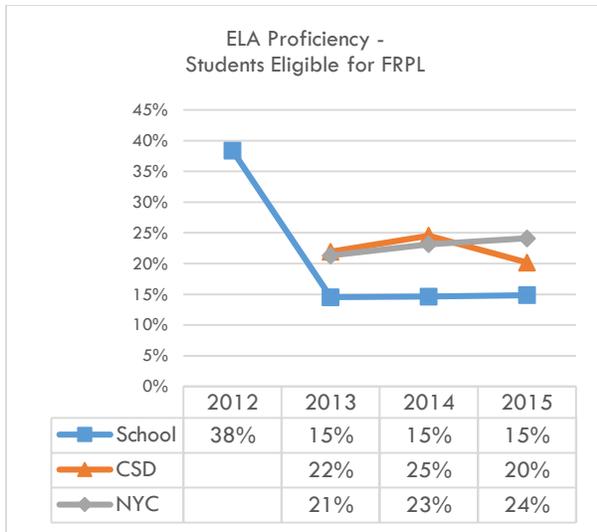
Overall Proficiency



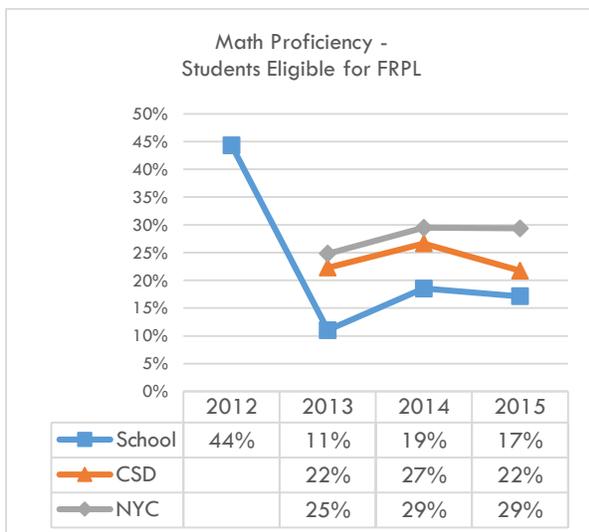
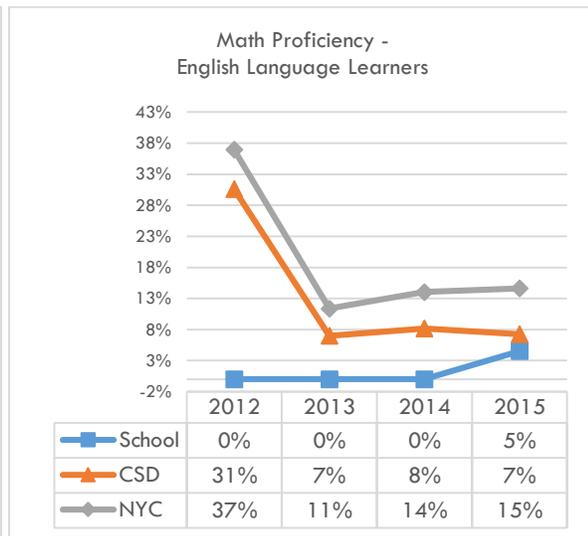
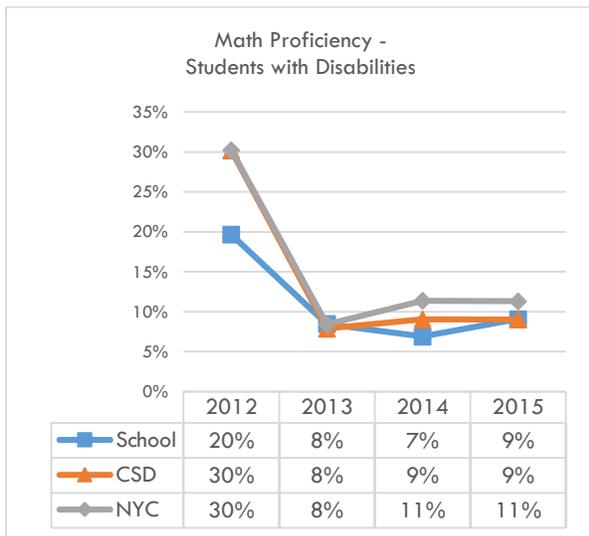
Closing the Achievement Gap¹⁵ – English Language Arts



¹⁵ NYC DOE did not record ELA/Math proficiency data for FRPL students prior to the 2012-13 school year.



Closing the Achievement Gap – Math



Essential Question 2: Is the school effective and well run?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Beginning with Children Charter School met or did not meet the standards for Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

At the time of this school's renewal, Beginning with Children Charter School has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

Curriculum

School leadership reported that they made adjustments to the curriculum to reflect the rigorous standards of the Common Core Learning Standards. ELA curriculum for the elementary school is Reading Street and the middle school is the Teachers College Reading and Writing Project. Math curriculum for the elementary school is Envisions Math and EngageNY and the middle school uses Math in Focus and EngageNY. The middle school has recently invested in the workshop model for ELA instruction to help students learn skills through reading and writing genre. In 2013-14, the writing workshop model was introduced, and in 2014-15 the reading workshop model was introduced. The school is currently working on a writing workshop model for the elementary school.

Assessments and Use of Data

The school collects and analyzes five sets of assessment data: Rally! Interim assessments; New York State examinations in ELA, Mathematics, and Science; i-Ready assessments in ELA and Mathematics, Fountas and Pinnell reading levels; and STEP literacy assessments. In addition, the school uses two diagnostic exams to measure student progress – i-Ready is administered three times per year to measure student achievement in Reading and Mathematics and RALLY! is administered twice a year to measure student proficiency in ELA and Math. Leadership reported they collect, analyze, and use this data to drive instruction but that they are working on fully integrating all of the data and creating a system of individualized learning profiles.

Enrichment Opportunities

In the 2014-15 school year, the school held a fundraising read-a-thon event called #Booklyn to promote literacy and build parent engagement. The school offers Latin to upper elementary school students as an enrichment opportunity and partners with Paideia Institute to work with students enrolled in the Latin program. In addition, the school has a long standing relationship with Education Alchemy, which offers youth development programs that advances literacy and expression through the arts. The school has been offering programs called Scholars Academy and Saturday Academy for students that are in need of remediation for the last three years.

Special Populations

The school's special education and ELL students are integrated into the general education classes, but also receive differentiated services and supports according to their learning profile. The school provides an Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETTS) program in grades 3-8. The school uses the i-Ready program to track progress of their Special Education (SPED) and ELL population, as well as students who need advanced learning opportunities. The school supports at-risk learners through a Response to Intervention (RTI), and this year teachers are tracking students' progress to determine which interventions were effective or not.

Staffing

Staff turnover rates have been inconsistent over the charter term. In the 2011-12 school year, 28% or 11 instructional staff members resigned or were terminated, and in the 2014-15 school year, 8% or 3 instructional staff members resigned or were terminated. The school faced significant turnover in school leadership; in the 2013-14 school year, 67% or 4 leadership staff members resigned or were terminated. The school's current leadership team is comprised of one Principal who has been in a leadership role for five years (four years as an Assistant Principal and one year as Principal) and two Assistant Principals, both of whom joined the school in the 2014-15 school year.

Professional Development

Teachers have weekly common planning periods, which are outside of the mandate of the UFT contract. Teachers meet during the weekly common planning periods with their co-teaching team, as well as, members of the Special Education Team. It is during these common planning periods that lesson plans are reviewed and adjusted as a result of a review of the student data. The school began offering a professional development session on effective integrated co-teaching strategies in the summer of 2015; these sessions continued in the fall of 2015. The school has developed a five-month partnership with "The Thoughtful Classroom" that will provide professional development on students' learning profiles to further support instruction and school culture.

Supportive Environment

The school has a behavioral management system called A.R.M.O.R., which stands for Articulate, Responsible, Motivated, Outstanding and Respectful. Over the course of the charter term, the school's in- and out-of-school suspension rate rose to 71 in 2013-14 and then dropped to 42 in 2014-15. The Board reported that they revised the school's discipline policy for the 2015-16 school year to include additional restorative justice practices that value the social emotional health of students.

School Culture

Since the separation from the Beginning with Children Foundation at the end of the 2013-14 school year, the school has worked to develop a stable school culture. The school has a parent-teacher association, which consistently met four times per year over the course of the charter term. Although the Board's bylaws state that a parent and a teacher representative will be a part of the Board, at the time of this report, the teacher representative was not seated on the Board because the teachers had yet to vote on a representative despite the Board's invitation. On the most recent NYC DOE School Survey, the school had response rates that were higher than the City.

Public Hearing

On November 9, 2015, a public hearing was held to solicit comments from the school community. 130 people attended; 45 speakers were in favor of the school's renewal and no speakers were in opposition of the renewal.

Governance

The Board of Trustees has a partially developed governance structure and organizational design. As a result of the former Board of Trustees vote to surrender the schools' charter in November 2013, none of the founding Board members serve on the Board. The current Board is comprised of six members; the Co-Chairs joined the Board in December 2013. This level of membership is consistent with the minimum of five and maximum of 15 members established in the Board's bylaws; however over the past charter term, the Board has not always had the minimum of five members established in the Board's bylaws. The school's bylaws indicate that the Board is required to meet at least six times during the academic year and ten times during the fiscal year. The board did not hold the minimum number of required meetings in each year of the charter term, which is 12 meetings per year. The board has posted its meeting agenda and minutes on the school's website. Refer to Appendix A for detail on members, committees, etc.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix D.

Detail on OSDCP’s findings for Essential Question 2 is below.

Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School program differentiates instruction for SWD			
School program differentiates instruction for ELLs			
School schedule and program offers defined opportunities for remediation and acceleration			
School utilizes an interim assessment system			
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer			
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages ¹⁶			
Student attendance rate exceeds CSD average			
Student attendance rate exceeds Citywide average			
Improved student retention rate over course of charter			

Partly Met Standards – Supportive Environment

- The SPED program was out of compliance because uncertified SPED teachers were teaching ICT classes until 2014-15.
- Although the daily schedule allows for two ELL teachers to pull students out throughout the day, only one of these two ELL teachers is certified.
- The school provides opportunities for remediation through the Scholar and Saturday Academies; however, opportunities for acceleration were not evident.
- Parent and Staff responses on the 2014-15 NYC DOE School Survey were below the Citywide averages for one question for each group.
- Student attendance rates did not exceed the CSD average in 2013-14 or 2014-15.
- Student attendance rates did not exceed the Citywide average in 2013-14 or 2014-15.

Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School has an operations manual			
School meets all DOE deadlines for annual reporting requirements			
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey			
School meets all DOE deadlines for renewal application documents			
School has documented teacher evaluation procedures			
School has documented professional development opportunities			

¹⁶ Please see the chart labeled “Percent Satisfaction on the NYC School Survey” to see which questions were evaluated from the NYC School Survey.

School has a formal process for evaluating progress against charter school goals	Met		
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff		Partly Met	
Board has developed a succession plan for board and school leadership			Not Met
Board has access to legal counsel	Met		
Board meetings consistently meet quorum		Partly Met	

Partly Met Standards – Operational Stability

- The school did not meet DOE deadlines for annual reporting requirements in 2013-14 or 2014-15.¹⁷
- The current Board has not fully formalized its governance structure because the Board has not always had the minimum number of members required by the bylaws, the Board does not have committees which are required by the bylaws, and the school leader’s evaluation was missing goals and areas of improvement.
- The Board did not consistently meet quorum in the 2013-14 school year, and did not meet quorum one time in the 2014-15 school year.

Compliance (with all applicable laws & regulations)

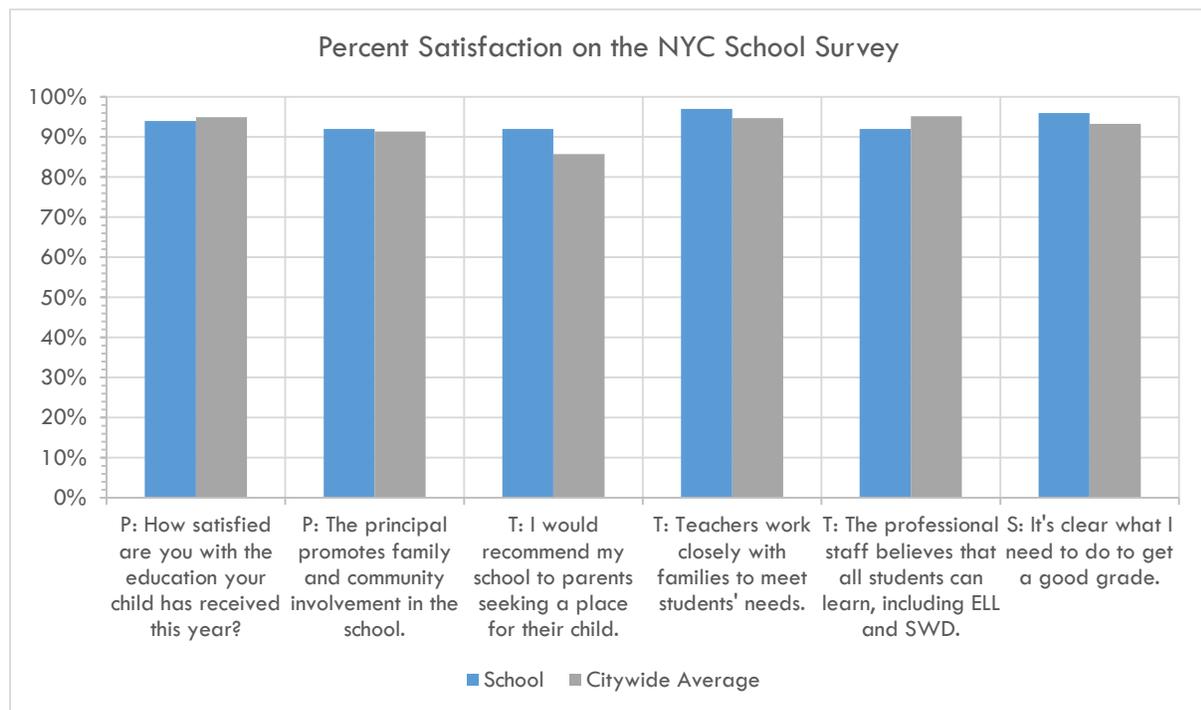
Standard	Met	Partly Met	Not Met
School’s SwD enrollment rate exceeds CSD rate		Partly Met	
School’s ELL enrollment rate exceeds CSD rate		Partly Met	
School’s FRPL enrollment rate exceeds CSD rate		Partly Met	
School’s SwD retention rate exceeds CSD rate		Partly Met	
School’s ELL retention rate exceeds CSD rate		Partly Met	
School’s FRPL retention rate exceeds CSD rate		Partly Met	
School is in compliance with its charter and its charter agreement		Partly Met	
School is in good standing with authorizer	Met		
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD		Partly Met	
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)	Met		
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)		Partly Met	
School is in compliance with employee fingerprinting requirements		Partly Met	
School has an appropriate safety plan	Met		
School has appropriate insurance documentation	Met		
School is meeting Department of Health immunization requirements	Met		
School has submitted its Annual Report to NYSED and posted it online		Partly Met	
School has followed all applicable lottery and enrollment regulations	Met		
Board held the required number of meetings	Met		
School and board follows posting and procedural requirements of NYS Open Meetings Law	Met		
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL) ¹⁸			N/A

¹⁷ This was attributed to the separation of the school from the Beginning with Children Foundation in 2013-14.

¹⁸ The New York Charter Schools Act makes charter schools subject to FOIL (§2854[1][e]). The New York City Department of Education monitors charter school compliance with FOIL through the complaint process outlined in §2855(4) of the New York State Charter Schools Act. All complaints received through this process are investigated

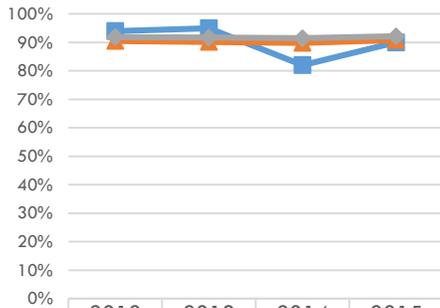
Partly Met Standards – Compliance

- The school’s SWD enrollment rate did not exceed the CSD in 2013-14 or 2014-15.
- The school’s ELL enrollment rate did not exceed the CSD in 2011-12, 2012-13, or 2013-14.
- The school’s FRPL enrollment rate did not exceed the CSD in 2011-12, 2012-13, or 2013-14.
- The school’s SwD retention rate did not exceed the CSD in 2012-13, 2013-14, or 2014-15.
- The school’s ELL retention rate did not exceed the CSD in 2012-13, 2013-2014, or 2014-15.
- The school’s FRPL retention rate did not exceed the CSD in 2012-13, 2013-14, or 2014-15.
- The school is out of compliance with its charter because current enrollment is more than 15% below authorized enrollment of 450 students.
- The school did not have a discipline policy that was compliant with due process and state and federal laws and regulations governing the placement of SWD in 2011-12, 2012-13, 2013-14 or 2014-15.
- The school did not meet teacher certification requirements in 2013-14 or 2014-15.
- The school is currently missing fingerprint clearance for two staff members.



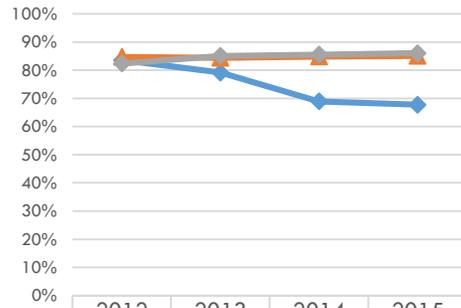
by the Office of School Design and Charter Partnerships. Noncompliance with any applicable laws and regulations, including FOIL, are addressed and documented.

Attendance Rates



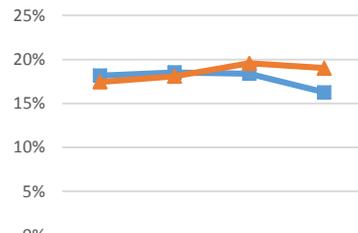
	2012	2013	2014	2015
School	94%	95%	82%	90%
CSD	91%	90%	90%	91%
NYC	92%	92%	91%	92%

Retention Rates



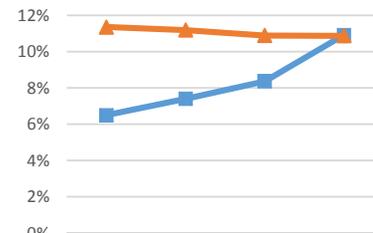
	2012	2013	2014	2015
School	84%	79%	69%	68%
CSD	85%	84%	85%	85%
NYC	82%	85%	86%	86%

Enrollment - Students with Disabilities



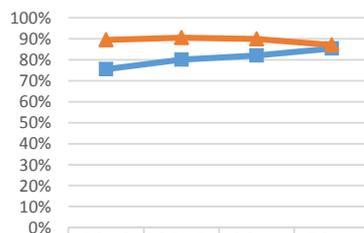
	2012	2013	2014	2015
School	18%	19%	18%	16%
CSD	17%	18%	20%	19%

Enrollment - English Language Learners



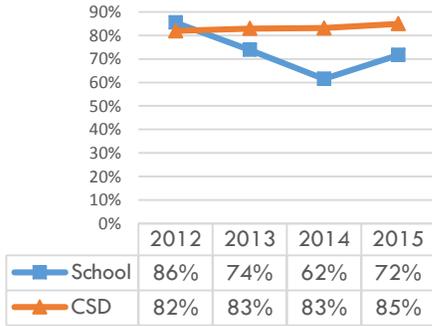
	2012	2013	2014	2015
School	7%	7%	8%	11%
CSD	11%	11%	11%	11%

Enrollment - Students Eligible for FRPL

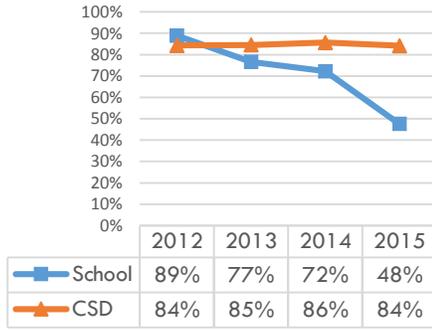


	2012	2013	2014	2015
School	76%	80%	82%	85%
CSD	90%	91%	90%	87%

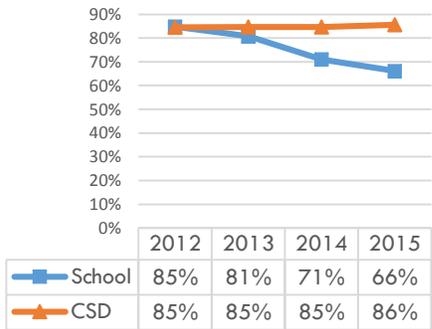
Retention - Students with Disabilities



Retention - English Language Learners



Retention - Students Eligible for FRPL



Essential Question 3: Is the school financially viable?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Beginning with Children Charter School met or did not meet the standards for Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

At the time of this school’s renewal, Beginning with Children Charter School has demonstrated financial viability.

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix C. These goals relate to short- and long-term financial viability.

Detail on OSDCP’s findings for Essential Question 3 is below.

Short-term Financial Viability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school met all debt obligations			

Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Total margin - school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operated at a surplus over the three-year period			
Debt to assets ratio less than 1.0 over the course of the previous charter term			
Aggregate assets to liabilities ratio greater than 1.0 over the course of the previous charter term			
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years			

Partly Met Standards – Long-term Financial Sustainability

- The school did not operate at a surplus in 2011-12 or 2013-14.
- The school did not have a positive cash flow in 2013-14.
- The school did not have a positive multi-year cash flow 2012-13 or 2013-14.

Appendix A: School Overview

Enrollment and Demographics



Programming, Admissions, and Lottery¹⁹

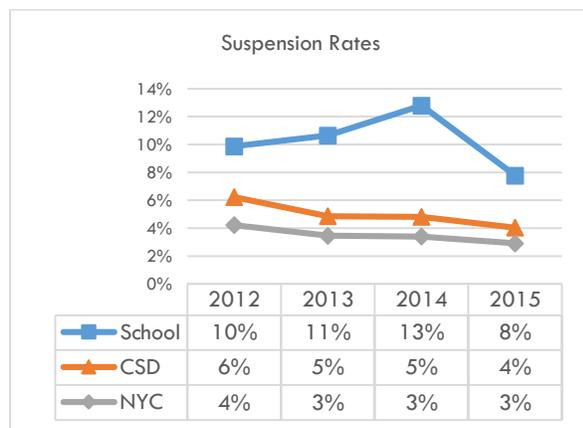
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Primary Entry Grade(s)	K, 6
Additional Grade(s) for which Student Applications are Accepted	1-5, 7-9
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-2016)	662
Number of Students Accepted via the Lottery (School Year 2015-2016)	143
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	Yes
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	No

¹⁹ Based on self-reported data from the 2015-16 DOE Annual Charter School Survey.

Current Board of Trustees

Board Member Name	Position	Committee(s)
1. Amanda Haught	Co-Chair	Education
2. Patrick Kern	Co-Chair	Education
3. Jackie Bennett	Trustee	Education
4. Joseph Bruno	Treasurer	Finance
5. Manny Morales	Trustee	Finance
6. Jeffrey Unger	Trustee	Real Estate
7. Ashenat Gomez	Parent Representative	Education

Suspension and Expulsion Rates²⁰



	2012	2013	2014	2015
# of Suspensions	58	61	71	42
Suspension Rate	10%	11%	13%	8%
# of Expulsions	0	0	0	0
Expulsion Rate	0	0	0	0

Future Plans

As reported by school leadership and the school's Board, the following was noted:

- The school plans to continue to serve students in grades K-8.
- The school has applied for a material revision to change its name from Beginning with Children Charter School to Phoenix Rising Charter School.
- The school has applied for a non-material revision to replace Spanish with Latin in the lower school.
- The school has applied for a non-material revision to develop collaborative education programs with its middle school students and co-located District 75 students.

²⁰ Suspension rates include aggregated in- and out-of-school rates.

Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

Grade-Level Proficiency in English Language Arts				
	2011-2012	2012-2013	2013-2014	2014-2015
Beginning With Children Charter School				
Grade 3	42.6%	16.7%	23.8%	16.7%
Grade 4	53.1%	31.0%	14.9%	21.3%
Grade 5	47.1%	25.5%	25.7%	10.6%
Grade 6	32.7%	6.1%	18.2%	11.4%
Grade 7	42.9%	9.6%	10.3%	13.7%
Grade 8	42.0%	28.3%	15.2%	18.4%
PERCENTAGE POINT DIFFERENCE FROM CSD 14				
Grade 3	-8.0	-10.1	-9.4	-12.8
Grade 4	1.7	6.0	-13.8	-10.1
Grade 5	-6.4	1.4	-0.8	-15.8
Grade 6	-10.0	-14.0	0.8	-12.6
Grade 7	5.1	-9.6	-11.1	-8.4
Grade 8	6.9	8.1	-8.2	-7.7

Grade-Level Proficiency in Math				
	2011-2012	2012-2013	2013-2014	2014-2015
Beginning With Children Charter School				
Grade 3	44.7%	18.5%	31.7%	24.5%
Grade 4	57.1%	21.4%	21.3%	21.3%
Grade 5	47.1%	23.5%	34.3%	21.3%
Grade 6	22.4%	6.1%	27.3%	2.8%
Grade 7	51.0%	0.0%	7.9%	11.8%
Grade 8	60.0%	21.7%	4.3%	10.8%
PERCENTAGE POINT DIFFERENCE FROM CSD 14				
Grade 3	-10.7	-12.2	-7.0	-11.4
Grade 4	-7.2	-7.2	-15.9	-17.2
Grade 5	-19.1	0.5	-1.2	-16.8
Grade 6	-25.6	-8.5	8.8	-18.3
Grade 7	-1.5	-18.4	-13.9	-10.1
Grade 8	6.8	0.6	-4.9	4.3

Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:²¹
 - 3 of 14 applicable academic charter goals in its most recent year
 - 16 of 49 applicable academic charter goals over the course of the charter term
- Operational Goals:
 - 5 of 6 applicable operational charter goals in its most recent year
 - 19 of 24 applicable operational charter goals over the course of the charter term
- Financial Goals:
 - 8 of 8 applicable financial charter goals in its most recent year
 - 32 of 32 applicable financial charter goals over the course of the charter term

Charter Goals		2011-2012	2012-2013	2013-2014	2014-2015
Academic Goals	Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NYS ELA Exams. Only students who have been enrolled at BwCCS for at least two year will be included in this analysis.	Partially Met	Partially Met	Partially Met	Not Met
	Each year, BwCCS's Aggregate Performance Index (PI) on the NYS ELA Exam will meet its Annual Measurable Objective (AMO) set forth in the State's No Child Left Behind (NCLB) accountability system.	Not Met	N/A	Met	Not Met
	Each year, the proficiency rate on the NYS ELA Exams for BwCCS students will exceed the proficiency rates of students from NYC School Districts 14, 16, and 32. Only students who have been enrolled at BwCCS for at least two years will be included in that analysis.	Met	Partially Met	Partially Met	Partially Met
	If BwCCS does not exceed the NYC average proficiency rate on the NYS Common Core ELA exams, it will reduce by one half, the difference between the NYC proficiency rate and the actual BwCCS proficiency rate on the subsequent NYS ELA exam for the same class of students. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	Partially Met	N/A	Partially Met	Partially Met
	Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NY State Common Core Math Exams. Only students who have been enrolled at BwCCS for	Partially Met	Not Met	Partially Met	Not Met

²¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

at least two years will be included in this analysis.				
Each year, BwCCS's aggregate Performance Index (PI) on the State Math Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Not Met	N/A	Met	Not Met
Each year, the proficiency rate on the NYS Common Core Mathematics Exams for BwCCS students will exceed the proficiency rates of students from Districts 14, 16, and 32 in NYC. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	Partially Met	Partially Met	Partially Met	Partially Met
If BwCCS does not exceed the New York City average proficiency rate on the NYS Common Core Mathematics Exams, it will reduce by one half the differences between the NYC proficiency rate and the actual BwCCS proficiency rate on the subsequent NYS Math exam for the same class of students. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	Partially Met	N/A	Partially Met	Partially Met
Each year, BwCCS students will exceed the New York City average on the 4th and 8th grade NYS Science exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	Partially Met	N/A	Not Met	Not Met
Each year, BwCCS's performance index on the 4th and 8th grade State Science exams will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	N/A	N/A	Not Met	Not Met
Each year, BwCCS students will exceed the New York City average on the 5th and 8th grade NYS Social Studies exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	N/A	N/A	N/A	N/A
Each year, BwCCS's Performance Index on the 5th and 8th grade NYS Social Studies Exam will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	N/A	N/A	N/A	N/A
Under the state's accountability system, the school's Accountability Status will be "Charter School in Good Standing" each year.	Not Met	Met	Met	Met
At least 75% of students will receive a proficiency rating on their spring report cards in Technology.	N/A	N/A	N/A	N/A
At least 75% of students will receive a proficiency rating on their spring report cards in Art.	Not Met	Met	Met	Partially Met

	At least 75% of students will receive a proficiency rating on their spring report cards in Music	Met	Met	Met	Met
	At least 75% of students will receive a proficiency rating on their spring report cards in PE.	Met	Met	Met	Met
Operational Goals	Each year, BwCCS will have a daily attendance rate of at least 90%.	Met	Met	Not Met	Met
	Each year, BwCCS will generally and substantially comply with all applicable laws, rules, and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act and Federal Family Educational Rights and Privacy Act, and the provisions of its By-Laws and Charter.	Met	Met	Met	Met
	Each year, BwCCS will have in place and maintain effective systems, policies, and other controls for ensuring that legal and charter requirements are met.	Met	Met	Met	Met
	Each year, BwCCS will maintain a relationship with legal counsel who reviewed the relevant policies, documents, and incidents, and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees	Met	Met	Met	Met
	Each year, responses on the Annual Parent Survey on the School's program will exceed the city. The following 3 areas of the program will be rated: Instructional Core, Systems for Improvement, and School Culture.	Met	Met	Partially Met	Met
	Each September, no more than 10% of students' families, among all students enrolled the previous year, will choose to withdraw their children from the school because they are dissatisfied with the school's program.	Met	Not Met	Not Met	Not Met
	Over the life of the charter, BwCCS will operate on a balanced budget	Met	Met	Met	Met
Financial Goals	BwCCS will receive unqualified opinions from its annual auditor.	Met	Met	Met	Met
	Each year, BwCCS will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, authorizer or the New York State Department of Education.	Met	Met	Met	Met
	Each year, the BwCCS Board of Trustees will provide effective financial oversight, including financial decisions that further the school's mission, program and goals.	Met	Met	Met	Met
	Each year, BwCCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.	Met	Met	Met	Met

Each year, BwCCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.

Met Met Met Met

Each year, BwCCS will comply with financial reporting requirements.

Met Met Met Met

Over the life of the charter, BwCCS will maintain adequate financial resources to ensure stable operations and successfully monitor and manage cash flow

Met Met Met Met

Appendix D: Enrollment & Retention of Special Populations

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

- Team members of the school visited local pre-schools and pre-kindergarten programs each once or twice.
- The school held information sessions during the day, in the evening and on Saturdays.
- The school created posters and flyers in English and Spanish and put on display throughout the community.
- The school mailed flyers in English and Spanish to current families asking them to recruit new families.
- Members of the leadership and operations team spoke to families regarding the Special Education, ENL and after-school programs available at the school.
- The Parent Ambassador canvassed local neighborhoods and handed out applications and flyers.
- The guidance counselor spoke about the school at church meetings during the Spanish service.

Appendix E: Additional Accountability Data

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).