





## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Bronx Charter School for the Arts
<b>Board Chair</b>	Charles A. Whites, Jr.
<b>District of location</b>	NYC CSD 8
<b>Opening Date</b>	Fall 2003
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial: April 23, 2002 - April 22, 2007</li> <li>• 1<sup>st</sup> Renewal: January 16, 2007 - August 31, 2010</li> <li>• 2<sup>nd</sup> Renewal: September 1, 2010 - August 31, 2015</li> <li>• 3<sup>rd</sup> Renewal: September 1, 2015 - June 30, 2020</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K-Grade 8/ 624 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K-Grade 8/ 648 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	1440 Story Avenue, Bronx, NY 10473 (middle school) - Private Space leased by the DOE 950 Longfellow Avenue, Bronx, NY 10474 (elementary school) - Private Space
<b>Mission Statement</b>	<i>Bronx Charter School for the Arts is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Conscience</li> <li>• Critical Thinking</li> <li>• Continued Learning</li> <li>• Collaboration, Communication, and Community</li> </ul>
<b>Requested Revisions</b>	Increase in enrollment from 624 to 648 students.

**Noteworthy:** Bronx Charter School for the Arts has an expansive view of arts education, including arts integration across the curriculum as well as developing artistic skills and mindsets. In Grades 4 and 5, students select which electives they would like to take for part of the year; at the middle school level, students choose one of the arts disciplines to focus on as a major. Both the elementary and middle levels offer instruction in dance, music, theater, and visual arts. The school also utilizes the arts as an intervention strategy; its focus on creativity throughout the curriculum allows students the opportunity to both access learning and express understanding across content areas in various ways, an approach that benefits all learning styles.

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

## Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
  
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
  
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
<b>Grade Configuration</b>	K-Grade 5	K-Grade 5	K-Grade 5	K-Grade 6	K-Grade 7 <sup>2</sup>
<b>Total Approved Enrollment</b>	282	282	282	416	520

### Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School<sup>3</sup>

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
<b>Grade Configuration</b>	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8
<b>Total Proposed Enrollment</b>	648	648	648	648	648

## METHODOLOGY

A two-day renewal site visit was conducted at the Bronx Charter School for the Arts on October 17-18, 2019. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, executive leadership, the school leadership teams at the elementary and middle schools, members of the special populations leadership groups from both schools, and teachers. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents.

The team conducted eighteen classroom observations in K-Grade 7. The observations were approximately 20 minutes in length and conducted jointly with principals and directors of curriculum and instruction.

The documents and data reviewed by the team before, during, and after the site visit included the following:

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<sup>2</sup> Bronx Arts is already authorized to serve Grade 8 and will do so in the 2020-2021 school year.

<sup>3</sup> This proposed chart was submitted by the Bronx Charter School for the Arts in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

- a. **Renewal Application**
- b. **Academic data**
- c. **Current organizational chart**
- d. **A master school schedule**
- e. **A map of the school**
- f. **Board materials (roster and minutes)**
- g. **Board self-evaluation processes and documents**
- h. **Teacher and administrator evaluation processes**
- i. **NYCDOE School Quality Report (NYC Schools Survey)**
- j. **Efforts toward achieving enrollment and retention targets**
- k. **Admissions and waitlist**
- l. **Faculty/Staff Roster**
- m. **Annual Reports**
- n. **Other documents requested by the CSO**

**BENCHMARK ANALYSIS**

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 17-18, 2019 at Bronx Charter School for the Arts, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department  
Charter School Performance Framework Rating**

Performance Benchmark		Level
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Exceeds
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

## *Summary of Findings*

- The Bronx Charter School for the Arts (Bronx Arts) is in year 17 of operation and currently serves students in K-Grade 7. Although authorized to reach full growth (K-Grade 8) in the 2019-2020 school year, the school formally requested extra planning time, delaying the opening of its middle school by one year. During its current charter term, the school is rated in the following manner: exceeding one benchmark and meeting nine benchmarks. Additional details regarding those ratings are provided below.
  
- **Areas of Strengths:** Bronx Arts has stabilized its leadership team and raised expectations for teaching and learning in a deliberate response to a decline in performance. Teacher attrition has been high in previous years, but school leadership states that the staff turnover, most of which was intentional by the school, has resulted in a more experienced faculty that is better aligned with the school’s mission and key design elements. They note that the middle school now has more experienced teachers than they had last year and that the elementary school, which has a balance of novice and experienced teachers, is investing in training less experienced teachers. School leadership has evaluated the school’s curriculum, instructional practices and assessments, and made changes to increase academic rigor. It has also put in place a comprehensive professional development program to help teachers implement these changes. The school has refined its approach to arts education with increased emphasis on arts integration across the curriculum. In addition, the school has a robust response to intervention (RTI) system in place that is data-driven and provides myriad opportunities for intervention and support.
  
- **Areas in Need of Improvement:** For the past two years, Bronx Arts has experienced a downward trend in student proficiency rates on ELA and math state tests. The school continues to face the challenge of hiring quality staff in a competitive market, and, while student engagement observed in classrooms was generally high, the quality of classroom management and instruction varied. The school is currently implementing many new programs as well as growing a new middle school, and will need to ensure the myriad instructional leaders, external consultants, and coaches work in a coordinated fashion to ensure a cohesive program.



## **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

### **Finding: Meets**

**Academic Program for Elementary School/Middle School:** Bronx Arts offers an elementary and middle school program on two campuses in the south Bronx. Its mission, as noted in the charter school summary above, is to provide a high-quality education and considers the arts “a key component of achieving academic excellence.” The arts are both integrated into core subject instruction and taught as stand-alone subjects. The elementary school uses a team-teaching approach and has departmentalized its upper grades. At the middle school, students “major” in an art discipline after studying all arts areas in the sixth grade. The school uses a variety of commercial and school-developed curricula and has introduced a number of new literacy and math programs in recent years in an effort to increase academic rigor.

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs):** The school provides integrated co-teaching (ICT) classes for students in all grades as well as special education teacher support services (SETSS) through both push-in and pull-out approaches. There is also a self-contained 12 to 1 program for students with disabilities at the middle school. The school has two full-time English as a New Language (ENL) teachers this year who provides literacy instruction and push-in support for ELLs/MLLs. Team teaching provides opportunities for differentiated instruction and targeted support within the general education classroom.

### **Summative Evidence for Benchmark 1:**

Throughout the charter term, Bronx Arts has demonstrated strong academic outcomes that exceed the district average. However, in terms of data trends, the school had shown a slight but steady decline in performance on state exams over the last three years in both ELA and math. This pattern generally held true for overall performance as well as SWDs, ELLs/MLLs, and economically disadvantaged (ED) students. Based on information gathered from the school, some of this decline may be attributed to the introduction of new students entering Bronx Arts in the sixth grade as the school has a strong commitment to backfilling and welcoming students at all grade levels. Bronx Arts enrolls about 40% of their students from the Bronx Arts elementary program with the remaining 60% coming from other district schools. According to school data, 46% of students in the sixth grade last year who matriculated from the elementary program were proficient in ELA, compared to 25% of new students. In math, 61% of students who matriculated were proficient, compared to 29% of new students.

Overall Bronx Arts did outperform its district of location (NYC CSD 8) in math last year. However, the school underperformed CSD 8 in ELA and fell below the state in both ELA and math. ELLs/MLLs and SWDs outperformed the district and state in both ELA and math last year; ED students outperformed the district and state in math but underperformed both the district and state in ELA. Examining performance by grade, the third grade outperformed the district and state in both ELA and math, while the fifth grade underperformed the district and state in both ELA and math. Other grades were mixed.

***See Attachment 1 for data tables and additional academic information.***

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

### Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**

- **Indicator a:** Bronx Arts has a documented curriculum in place that is aligned to the New York State Learning Standards (NYSL). Focus groups with instructional leaders indicate ongoing revisions to scope and sequences to address critical standards earlier and to build a stronger academic foundation. During the instructional leadership focus groups, staff noted the introduction of the *Navigator* program for math from Achievement First last year in K-Grade

2. This year the school has expanded its use to K - Grade 3 and Grades 6 - 7. In addition to using the *EngageNY* ELA program, instructional leaders also noted the addition of the Teachers College literacy program in K-Grade 2 this year. The elementary school had developed its own curriculum for social studies and science, which the school's renewal application indicates are supplemented by experiential field trips. At the middle school level, Bronx Arts uses the *Passport* curriculum for social studies and *IQWST* for science. Focus groups with special population and intervention teachers indicated the use of a range of supplemental curricula to support ELLs/MLLs and students who are performing below grade level.
- **Indicator b:** According to focus groups with instructional leaders at the elementary and middle school campuses, Bronx Arts has a relatively new instructional leadership team that has prioritized increasing academic rigor and student engagement, as demonstrated by its decisions to implement new curricula and enhance professional development. The school maintains a shared drive for lesson plans that are submitted weekly to instructional leadership for feedback. Instructional leaders also described the use of an intellectual preparation protocol that requires teachers to articulate their rationale for the lesson, establish concrete learning objectives, predict possible misconceptions or misunderstandings, and plan for re-teaching when students struggle. During the focus groups, instructional leaders acknowledged that some novice faculty members are still developing skills in planning and implementing rigorous lessons and teaching higher order thinking.
  - **Indicator c:** According to staff in the elementary school instructional leadership focus group, the school has departmentalized ELA/social studies and math/science in upper grades this year to facilitate planning based on content expertise and to make connections across the curriculum and enhance vertical alignment. Instructional leaders also noted the ongoing growth of the new middle school, which entails deliberate vertical planning as new grades are added. The elementary and middle schools each have an arts director who facilitates arts integration across the curriculum. Middle school leaders noted that their arts teachers do collaborative projects with core teachers. In addition, instructional leaders at both campuses described an interdisciplinary, schoolwide arts theme, "the art of protest," which is integrated into the curriculum. In addition, the school provides collaborative planning time for arts and other core subject teachers as well as lesson planning that accommodates the arts.
  - **Indicator d:** During classroom observations, the CSO team found evidence of differentiated materials used for instruction; for example, in an elementary guided reading lesson, students accessed different articles and worksheets. Instructional leaders also described the use of leveled texts for guided reading instruction. In addition, interviewed intervention staff described supplemental curricula for Tier 2 and 3 interventions, e.g., *Foundations*, *Reading A–Z*, and computer-based programs.
  - **Indicator e:** In the instructional leadership focus group, school staff described ongoing revisions to scope and sequences based on review of student performance data and teacher input with an emphasis on increasing rigor, including efforts to teach key standards earlier, and adopting new curriculum. Leaders in both the elementary and middle school described monitoring and analyzing myriad data, which informs their curriculum review and revision process. The middle school is in the process of adding grades (reaching full growth next year), which requires the development new curriculum each year aligned to its current programs and goals.

2. Element: ***Instruction:***

- **Indicator a:** During the focus groups, board members and school leaders indicated that leadership and staff turnover early in the charter period resulted in increased expectations for the rigor of instruction. School leaders reported that these increased expectations and accountability led to teacher turnover, which consequently resulted in higher quality teachers. School leaders indicated that they have provided substantial professional development around new programs and approaches to create common understanding and have implemented some scripted programs, e.g., *Navigator*, that establish clear expectations for instruction. A review of lesson plans demonstrated adherence to these programs while observation of delivered instruction found some variation in the quality of implementation. In observed classes objectives were generally clear and articulated with activities aligned to those objectives. In most classes the rigor of questioning and tasks was grade appropriate; in a few classes teachers missed opportunities to challenge students with higher order questions and tasks, mostly as a result of ineffective pacing or classroom management. An emphasis on content-specific vocabulary was also consistently observed throughout the school, as evidenced by observed teacher use and word walls at both campuses.
- **Indicator b:** Observation of classroom instruction found consistent student engagement in learning activities. Students were generally compliant and, in many classrooms, had internalized routines. For example, students were observed working independently in stations and performing quiet and quick transitions between activities. In some classes instructions had to be repeated and students needed to be redirected to the learning task. In most classes there were at least two, if not more adults, reflecting the emphasis on push-in support reported in focus groups with school leaders and support teachers. A variety of co-teaching models were observed that encouraged student engagement through monitoring and scaffolding supports.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school has a balanced system of formative, diagnostic and summative assessments in place. During focus groups, instructional leaders indicated that the school's assessment system has evolved. The school replaced the Terra Nova with NWEA MAP exams this year because they felt it provides more useful information of instructional planning, is more predictive of state tests, and better facilitates conversations with parents. The school also uses curriculum-based assessments and is implementing interim assessments through Achievement Network (ANET); instructional leaders indicated that they are in the process of aligning their scope and sequences, curriculum programs, and assessments. Fountas and Pinnell is used in K-Grade 3 and the MAP Lexile levels are used in upper grades to inform literacy instruction. The school also uses iReady and Fast Bridge assessments as part of its RTI program for progress monitoring. Finally, as a school with an arts focus, performance-based assessments are emphasized to demonstrate learning in the arts.
- **Indicator b:** Focus groups with school leaders and staff all revealed regular use of data to inform instruction. Instructional leaders demonstrated knowledge of a variety of data, including academic and behavioral data, and described an increased emphasis on instructional rigor, foundational skills, and stamina as a result of their review of past performance data. The school currently employs a variety of consultants to support program and assessment implementation. For example, in addition to *Navigator* and Teachers College coaches, the school is working with ANET consultants to review its scope and sequences and align assessments. In the focus group, the special populations staff indicated increasing use of data for identification and progress monitoring in the school's tiered RTI program as well

as the school's child study team for special education. A schoolwide tracker is used to monitor students.

- **Indicator c:** Focus groups with board members, school leaders, and staff all revealed consistent use of data to inform program evaluation and related decision making. For example, instructional leaders pointed to their analysis of student performance data as well as observation of instruction and teacher evaluation as the basis for curriculum and assessment changes. Instructional leaders at both campuses pointed to the extensive collection of data through the RTI program. At the middle school, instructional leaders said they also disaggregate data by whether students matriculated from the Bronx Arts elementary school or another elementary program, helping them understand program alignment and needs for remediation of incoming students.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The school has a variety of programs and practices in place to meet the needs of its students. On the 2018-2019 NYC Schools Survey, 95% of teachers reported that they modify instructional activities and materials to meet the developmental needs and learning interests of all their students. During the focus group, instructional leaders at the elementary campus indicated that team teaching, including integrated co-teaching (ICT) in every grade for students with disabilities, provides opportunities for differentiated support and scaffolding within the regular classroom. For special education, in addition to ICT, the school also utilizes SETSS to provide push-in and pull-out services, a self-contained 12 to 1 program at the middle school, mandated counseling, and contracted related services. The school has a tiered RTI system in place with Tier 1 intervention primarily occurring in the general classroom as well as supplemental Tier 2 and 3 interventions. For example, the elementary school provides increasing doses of Leveled Literacy Intervention (LLI) instruction and introduced mathematics interventions this year, including computer-based programs.

At the middle school ELA, math, and the arts are considered “untouchable periods” with supplemental instruction provided at other times, including an intervention period at the end of the day. A math interventionist was also hired at the middle school this year and the middle school has shifted to content-based ICT teachers to maximize expertise and facilitate vertical alignment. For behavior issues, Tier 1 intervention is primarily addressed by the use of the Responsive Classroom program at the elementary school with Tier 2 and 3 defined by behavior intervention plans. The school also offers an afterschool program as well as a Saturday School starting in November for additional math and ELA support.

For ELLs/MLLs the school uses push-in and pull-out services. The former include supports for writing, social studies, and science. The latter include use of supplemental curriculum aligned with the *EngageNY* curriculum. While the school did not have an English as a new language (ENL) teacher last year, it has hired for that position this year. Finally, interviews with support staff reported the school has partnerships with many community-based organizations and makes numerous referrals for students and their families.

The NYCDOE Committee on Special Education (CSE) 2 wrote the following statement regarding Bronx Arts: “The school has a welcoming atmosphere, is extremely caring, incorporates the arts, and teaches the ‘whole’ student. Parents often express how they enjoy the school. However, there have been some concerns regarding certain students with disabilities being required to repeat a grade.” When asked to comment on the statement, participants in the special populations focus group noted that, while this may have been a prior practice (although not one that they have known about), it is not something that has occurred with the current leadership team. They explained that many factors are taken into

account when the school considers holding a student back a grade, and that parents are brought in to discuss the situation before decisions are made.

- **Indicator b:** The school has a robust assessment system and RTI program. During focus groups, instructional leaders and support staff described a formal system of team meetings and referred to regular data collection and analysis to identify students, target interventions, monitor progress, evaluate programs, and refer students for additional interventions or evaluations. A shared drive is used to document lesson plans so general and special education teachers, ENL teachers, and other interventionists can coordinate their instruction. Grade teams and departments also meet with instructional leaders and discuss the academic and social-emotional needs of their students. During focus groups, instructional leaders and support staff at both campuses noted professional development for teachers on differentiation and scaffolding as well as how to support SWDs and ELLs/MLLs.

### Benchmark 3: Culture, Climate, and Family Engagement

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

**Finding: Exceeds**

<i>Element</i>	<i>Indicators</i>
1. <i>Behavior Management and Safety</i>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy.</p> <p>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</p> <p>d. Classroom environments are conducive to learning and generally free from disruption.</p>
2. <i>Family Engagement and Communication</i>	<p>a. The school communicates with and engages families with the school community.</p> <p>b. Teachers communicate with parents to discuss students' strengths and needs.</p> <p>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic process for responding to family or community concerns.</p> <p>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
3. <i>Social-Emotional Supports</i>	<p>a. The school has systems or programs in place to support the social-emotional needs of students.</p> <p>b. School leaders collect and use data to track the socio-emotional needs of students.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</p>

**Summative Evidence for Benchmark 3:**

1. Element: ***Behavior Management and Safety:***
  - **Indicator a:** Document review found a clear discipline policy with five levels of infractions and possible guidance interventions and disciplinary responses for each level. In addition, interviews with school leaders and staff at both the elementary and middle school campuses revealed clear practices and protocols for behavior management. At the elementary level, the school uses the Responsive Classroom approach, including cool down corners in every classroom, and has provided ongoing teacher training to support its implementation. The school is also employing restorative practices, e.g., restorative circles, and uses a point system at the middle school for students to earn privileges. Interviewed middle school leaders

described their emphasis on inculcating a growth mindset and the artist's process to develop soft skills. Posters throughout the building listed the middle school BASS values: Be your best, Attend school always, Show respect, and Succeed Academically; in one classroom, evaluators observed teachers issuing BASS points for students who were listening attentively to an instructional video. For behaviors that cannot be managed within the classroom, the school employs deans, counselors and social workers at both campuses. On the 2018-2019 NYC Schools Survey, 50% of teachers said that order and discipline are maintained at their school. In response, during focus groups, school leaders pointed to intentional teacher turnover and regular professional development and coaching designed to improve classroom management. As a result, they noted that referrals for behavior infractions have decreased this year and the school has issued few suspensions.

- **Indicator b:** On the days of the renewal visit both the elementary and middle school were safe and orderly. Students were compliant and transitions within and between classes were generally efficient. In focus groups, staff spoke of the importance of building relationships with students and their families and maintaining high expectations for behavior. As a result, they reported that the school does not have to deal with many serious behavior issues, pointing to a reduction in dean referrals. In addition, according to the 2018-2019 NYC Schools Survey, 95% of families say that their child is safe at Bronx Arts.
- **Indicator c:** Based on leadership and staff focus groups, the school has a recognized DASA coordinator, and provides all new teachers with training on harassment and bullying. School leaders indicated that the Responsive Classroom program in the elementary school addresses these issues, and that bullying is a topic addressed through the advisory program at the middle school. However, on the 2018-2019 NYC Schools Survey, 30% of teachers said that students rarely or never harass, bully, or intimidate other students and 41% of students said that students rarely or never harass, bully, or intimidate other students at their school. The percentage rises above 65%, however, when students are asked about harassment or bullying because of specific differences, such as race, gender or disability.
- **Indicator d:** On the days of the renewal visit, evaluators found observed classrooms to be conducive to learning. Teachers implemented organized and purposeful lessons and student engagement was mostly high. Teachers employed generally effective classroom management techniques, though some novice teachers were noticeably less skilled in this area. The instructional leaders who accompanied evaluators on the observations recognized the need for improved classroom management in specific teachers and described ongoing professional development in this area. In particular, the school has deans at both campuses who provide coaching.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** The school employs a wide range of strategies to communicate with and engage parents. During focus groups, school leaders and staff indicated the regular use of written and video newsletters, e-mail and phone contact, communication through Kickboard, etc. The school also hosts family events and arts performances. A schoolwide Parents Association alternates meetings between the two school campuses. In addition, parents have the opportunity to meet with the principals by attending *Tea with Thomas* at the elementary school and *Guava with Gonzalez* at the middle school. The middle school uses an automated attendance system that sends every parent a text and e-mail when their child swipes in. On the 2018-2019 NYC Schools Survey, 93% of families said that they feel well-informed by the communications they receive from their school. Similarly, 97% of families said that their



































## **Benchmark 9**

**Table 4: Student Enrollment**

	SWD			ELL/MLL			ED		
	Bronx CS for the Arts	NYC CSD 8	Differential to District	Bronx CS for the Arts	NYC CSD 8	Differential to District	Bronx CS for the Arts	NYC CSD 8	Differential to District
<b>2015-2016</b>	21%	26%	<b>-5</b>	19%	15%	<b>+4</b>	84%	81%	<b>+3</b>
<b>2016-2017</b>	22%	26%	<b>-4</b>	18%	15%	<b>+3</b>	74%	81%	<b>-7</b>
<b>2017-2018</b>	22%	27%	<b>-5</b>	23%	17%	<b>+6</b>	82%	86%	<b>-4</b>
<b>2018-2019</b>	24%	27%	<b>-3</b>	20%	18%	<b>+2</b>	84%	85%	<b>-1</b>

\*See NOTES (2) and (6) below

According to NYSED data, in the 2017-2018 school year, 75% of students were retained in Bronx Charter School for the Arts compared with 90% in NYC CSD 8.

**\*NOTES:**

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).



# Charter School Fiscal Accountability Summary

## BRONX CHARTER SCHOOL FOR THE ARTS

Grades Served  
 Maximum Chartered Grades Served  
 Chartered Enrollment  
 Maximum Chartered Enrollment  
 Actual Enrollment

2014-15	2015-16	2016-17	2017-18	2018-19
K-5	K-5	K-5	K-5	K-6
K-5	K-5	K-5	K-5	K-6
282	282	282	282	416
310	312	312	312	312
315	318	320	309	431

### ASSETS

#### Current Assets

Cash and Cash Equivalents  
 Grants and Contracts Receivable  
 Prepaid Expenses  
 Other Current Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents	1,180,004	1,494,665	1,264,038	1,567,291	1,950,238
Grants and Contracts Receivable	-	-	262,590	-	123,698
Prepaid Expenses	8,683	2,675	68,058	62,999	37,647
Other Current Assets	150,390	152,740	28,213	287,761	25,459
<b>Total Current Assets</b>	<b>1,339,077</b>	<b>1,650,080</b>	<b>1,622,899</b>	<b>1,918,051</b>	<b>2,137,042</b>

#### Non-Current Assets

Property, Building and Equipment, net  
 Restricted Cash  
 Security Deposits  
 Other Non-Current Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Property, Building and Equipment, net	138,705	125,500	103,938	164,771	401,198
Restricted Cash	-	-	-	-	-
Security Deposits	255,682	269,474	225,325	170,000	170,000
Other Non-Current Assets	-	-	-	52,278	50,776
<b>Total Non - Current Assets</b>	<b>394,387</b>	<b>394,974</b>	<b>329,263</b>	<b>387,049</b>	<b>621,974</b>
<b>Total Assets</b>	<b>1,733,464</b>	<b>2,045,054</b>	<b>1,952,162</b>	<b>2,305,100</b>	<b>2,759,016</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

Accounts Payable and Accrued Expenses  
 Accrued Payroll and Payroll Taxes  
 Due to Related Parties  
 Refundable Advances  
 Other Current Liabilities

	2014-15	2015-16	2016-17	2017-18	2018-19
Accounts Payable and Accrued Expenses	85,225	124,464	77,131	159,197	327,935
Accrued Payroll and Payroll Taxes	288,909	318,426	314,227	340,378	433,031
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	2,755	257,142	6,234	-	-
<b>Total Current Liabilities</b>	<b>376,889</b>	<b>700,032</b>	<b>397,592</b>	<b>499,575</b>	<b>760,966</b>

#### Long-Term Liabilities

Deferred Rent  
 Other Long-Term Liabilities

	2014-15	2015-16	2016-17	2017-18	2018-19
Deferred Rent	440,074	474,020	488,668	483,439	618,451
Other Long-Term Liabilities	289,285	-	224,999	192,856	-
<b>Total Long-Term Liabilities</b>	<b>729,359</b>	<b>474,020</b>	<b>713,667</b>	<b>676,295</b>	<b>618,451</b>
<b>Total Liabilities</b>	<b>1,106,248</b>	<b>1,174,052</b>	<b>1,111,259</b>	<b>1,175,870</b>	<b>1,379,417</b>

### NET ASSETS

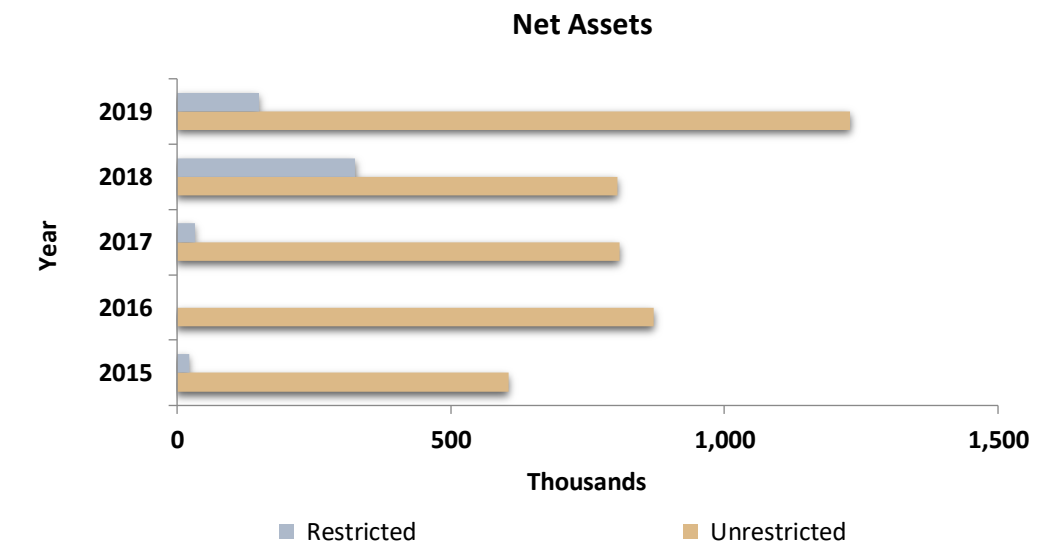
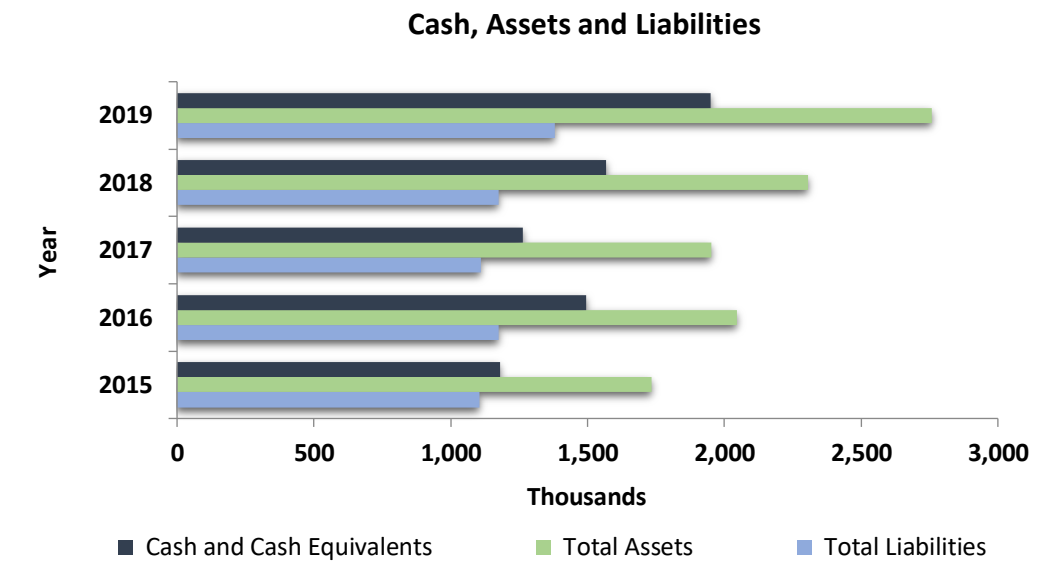
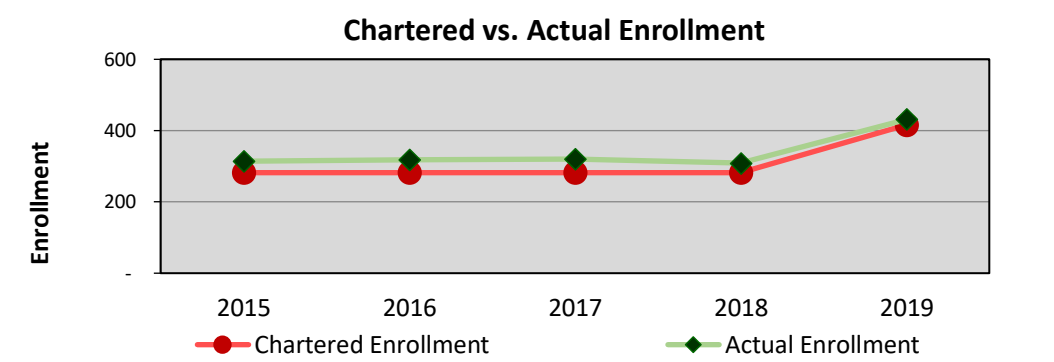
#### Unrestricted

#### Restricted

	2014-15	2015-16	2016-17	2017-18	2018-19
Unrestricted	605,216	871,002	808,403	804,230	1,229,599
Restricted	22,000	-	32,500	325,000	150,000
<b>Total Net Assets</b>	<b>627,216</b>	<b>871,002</b>	<b>840,903</b>	<b>1,129,230</b>	<b>1,379,599</b>

#### Total Liabilities and Net Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Liabilities and Net Assets	1,733,464	2,045,054	1,952,162	2,305,100	2,759,016



### OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed  
 State and Local Per Pupil Revenue - SPED  
 State and Local Per Pupil Facilities Revenue  
 Federal Grants  
 State and City Grants  
 Other Operating Income

	2014-15	2015-16	2016-17	2017-18	2018-19
State and Local Per Pupil Revenue - Reg. Ed	4,718,909	4,981,560	4,333,291	4,514,265	6,504,312
State and Local Per Pupil Revenue - SPED	-	-	633,722	797,413	1,359,620
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	317,395	285,342	331,743	382,274	677,017
State and City Grants	-	-	-	53,688	-
Other Operating Income	143,202	142,926	615,916	273,009	285,130
<b>Total Operating Revenue</b>	<b>5,179,506</b>	<b>5,409,828</b>	<b>5,914,672</b>	<b>6,020,649</b>	<b>8,826,079</b>

### EXPENSES

#### Program Services

Regular Education  
 Special Education  
 Other Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Education	3,123,965	3,034,060	3,537,143	3,730,282	5,461,264
Special Education	1,919,503	1,748,159	1,649,894	1,760,607	2,385,020
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	<b>5,043,468</b>	<b>4,782,219</b>	<b>5,187,037</b>	<b>5,490,889</b>	<b>7,846,284</b>

#### Supporting Services

Management and General  
 Fundraising

	2014-15	2015-16	2016-17	2017-18	2018-19
Management and General	495,328	5	651,862	764,789	1,012,602
Fundraising	128,450	210,534	105,872	181,299	254,620
<b>Total Support Services</b>	<b>623,778</b>	<b>210,534</b>	<b>757,734</b>	<b>946,088</b>	<b>1,267,222</b>

#### Total Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Expenses	5,667,246	4,992,753	5,944,771	6,436,977	9,113,506

#### Surplus/Deficit from Operations

	2014-15	2015-16	2016-17	2017-18	2018-19
Surplus/Deficit from Operations	(487,740)	417,075	(30,099)	(416,328)	(287,427)

### SUPPORT AND OTHER REVENUE

Interest and Other Income  
 Contributions and Grants  
 Fundraising Support  
 Other Support and Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Interest and Other Income	27,606	7,123	-	11,327	29,960
Contributions and Grants	335,168	254,962	-	688,328	507,836
Fundraising Support	43,186	103,094	-	-	-
Other Support and Revenue	-	5,578	-	5,000	-
<b>Total Support and Other Revenue</b>	<b>405,960</b>	<b>370,757</b>	<b>-</b>	<b>704,655</b>	<b>537,796</b>

#### Change in Net Assets

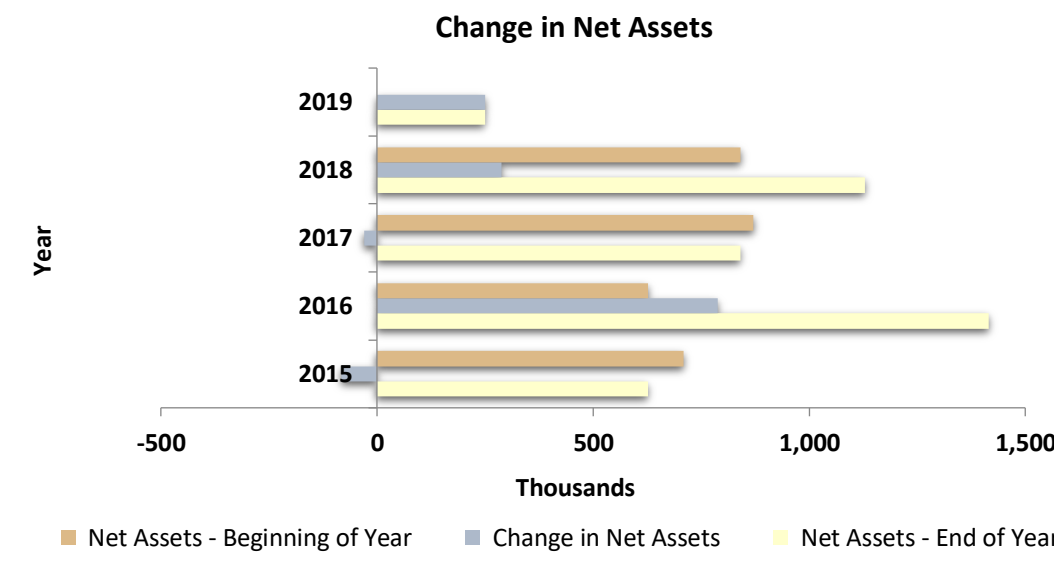
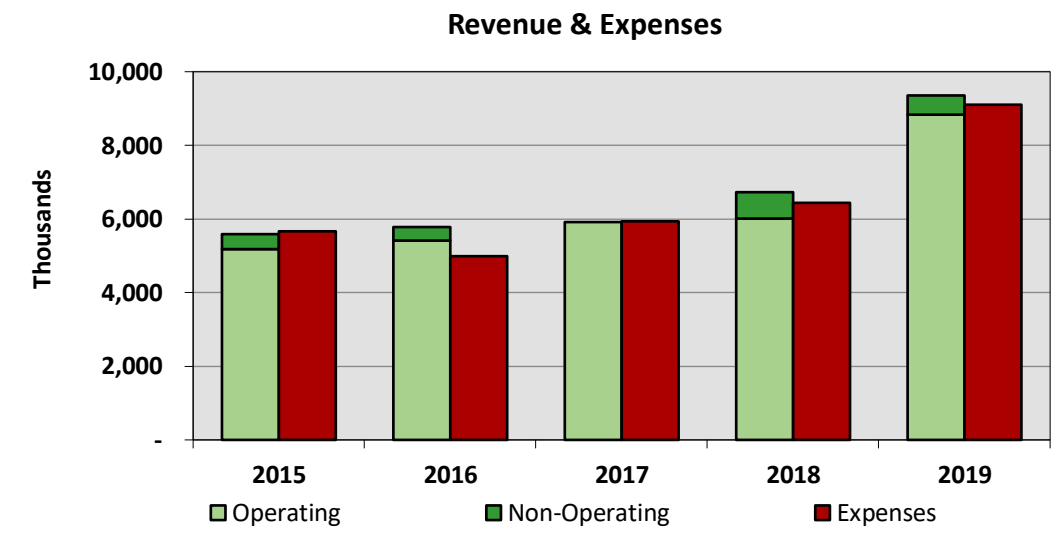
	2014-15	2015-16	2016-17	2017-18	2018-19
Change in Net Assets	(81,780)	787,832	(30,099)	288,327	250,369

#### Net Assets - Beginning of Year

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Assets - Beginning of Year	708,996	627,216	871,002	840,903	-

#### Net Assets - End of Year

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Assets - End of Year	627,216	1,415,048	840,903	1,129,230	250,369



### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
 Support and Other Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	16,443	17,012	18,483	19,484	20,478
Support and Other Revenue	1,289	1,166	-	2,280	1,248
<b>Total Revenue</b>	<b>17,732</b>	<b>18,178</b>	<b>18,483</b>	<b>21,765</b>	<b>21,726</b>

#### Expenses - Per Pupil

Program Services  
 Management and General, Fundraising

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	16,011	15,038	16,209	17,770	18,205
Management and General, Fundraising	1,980	662	2,368	3,062	2,940
<b>Total Expenses</b>	<b>17,991</b>	<b>15,700</b>	<b>18,577</b>	<b>20,832</b>	<b>21,145</b>

#### % of Program Services

	2014-15	2015-16	2016-17	2017-18	2018-19
% of Program Services	89.0%	95.8%	87.3%	85.3%	86.1%

#### % of Management and Other

	2014-15	2015-16	2016-17	2017-18	2018-19
% of Management and Other	11.0%	4.2%	12.7%	14.7%	13.9%

#### % of Revenue Exceeding Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
% of Revenue Exceeding Expenses	-1.4%	15.8%	-0.5%	4.5%	2.7%

### FINANCIAL COMPOSITE SCORE

#### Composite Score

	2014-15	2015-16	2016-17	2017-18	2018-19
Composite Score	1.45	2.25	1.75	2.07	2.27

#### BENCHMARK and FINDING:

Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9

	2014-15	2015-16	2016-17	2017-18	2018-19
BENCHMARK and FINDING:	Strong	Strong	Strong	Strong	Strong

### WORKING CAPITAL

Net Working Capital  
 Working Capital (Current) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	962,188	950,048	1,225,307	1,418,476	1,376,076
Working Capital (Current) Ratio	3.6	2.4	4.1	3.8	2.8

#### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

	2014-15	2015-16	2016-17	2017-18	2018-19
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### DEBT TO ASSET

#### Debt to Asset Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Debt to Asset Ratio	0.6	0.6	0.6	0.5	0.5

#### BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	2014-15	2015-16	2016-17	2017-18	2018-19
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### CASH POSITION

#### Days of Cash

	2014-15	2015-16	2016-17	2017-18	2018-19
Days of Cash	76.0	109.3	77.6	88.9	78.1

#### BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

	2014-15	2015-
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