New York State Education Department

Renewal Site Visit Report
2019-2020

Bronx Charter School for the Arts

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Bronx Charter School for the Arts
Board Chair	Charles A. Whites, Jr.
District of location	NYC CSD 8
Opening Date	Fall 2003
Charter Terms	• Initial: April 23, 2002 - April 22, 2007 • 1st Renewal: January 16, 2007 - August 31, 2010 • 2nd Renewal: September 1, 2010 - August 31, 2015 • 3rd Renewal: September 1, 2015 - June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	K-Grade 8/ 624 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K-Grade 8/ 648 students
Comprehensive Management Service Provider	None
Facilities	1440 Story Avenue, Bronx, NY 10473 (middle school) - Private Space leased by the DOE 950 Longfellow Avenue, Bronx, NY 10474 (elementary school) - Private Space
Mission Statement	*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.*
Key Design Elements	• Creativity • Conscience • Critical Thinking • Continued Learning • Collaboration, Communication, and Community
Requested Revisions	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.

[1] 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
Grade Configuration	K-Grade 5	K-Grade 5	K-Grade 5	K-Grade 6	K-Grade 7[2]
Total Approved Enrollment	282	282	282	416	520

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[3]

	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
Grade Configuration	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8
Total Proposed Enrollment	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:

[2] Bronx Arts is already authorized to serve Grade 8 and will do so in the 2020-2021 school year.

[3] 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
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	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
Educational Success	**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).	Meets
	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 (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
	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.	Exceeds
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: 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
	Benchmark 6: Board Oversight and Governance: 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
	Benchmark 7: Organizational Capacity: 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
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: 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
	Benchmark 10: Legal Compliance: 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 (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.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. 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. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	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. 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.

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 (NYSLS). 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., *Fundations*, *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

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

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

school will make them aware if there are any emotional or psychological issues affecting their child's academic performance.

- **Indicator b:** During focus groups, school leaders and staff indicated that teachers communicate with parents through multiple means, including phone, texts, e-mail, and conferences. In addition, parents can access information about their child via Kickboard and PowerSchool. On the 2018-2019 NYC Schools Survey, 92% of families said that school staff regularly communicate with them about how families can help their child learn. In focus groups, school leaders reported high participation in parent-teacher conferences, which is corroborated by the 2018-2019 NYC Schools Survey in which 98% of families indicated that they are likely to go to a regularly scheduled parent-teacher conference with their child's teacher.
- **Indicator c:** The school assesses family and student satisfaction through the use of surveys and an active PTA. In addition to parent and teacher surveys, during the focus group, elementary school leaders noted the use of "eye opening" student surveys that are used in conversations with teachers. School leaders describe an open-door policy and culture that welcomed feedback. Parents reportedly have high attendance at conferences, community meetings, and student performances.
- **Indicator d:** During the focus groups, school leaders indicated that leadership teams at each campus meet with the executive team regularly to review data and feedback from parents and the school community. They respond in a variety of manners, including sharing information via newsletters and community meetings, making programmatic changes, and meeting with individual people. The school has a formal grievance policy in place, and the renewal application indicated that no formal grievances were filed over the charter term.
- **Indicator e:** During the focus groups, school leaders indicated that they share schoolwide information via back to school night meetings, PTA meetings, board meetings and through their annual report.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** The school has introduced a number of social emotional programs. Based on focus group discussions with school leaders and staff, the elementary school is using the PATHS program and Responsive Classroom for social emotional learning. Middle school leaders indicated that their program enrolls students from 16 feeder schools, so they have implemented a one-week Summer Bridge program to acclimate students. The middle school also has a daily advisory program in place where school leaders reported students can express emotions and discuss issues. The school's social worker creates the curriculum for this, drawing from the *Second Step* social-emotional program and providing topics and resources based on identified student needs and interests. Finally, both campuses are utilizing restorative practices, including restorative circles and a point system that allows students to improve and fix behaviors. Middle school support staff indicated they are emphasizing push-in support rather than removing students from class.
    - **Indicator b:** In the focus groups, school leaders and support staff referenced myriad social emotional data. For example, staff collect and analyze referral data, attendance, and achievement of counseling goals. At the middle school the dean monitors BASS points and Kickboard data to identify trends and inform teacher coaching needs. Both campuses have tiered behavioral RTI systems in place with ongoing progress monitoring for students receiving Tier 2 and 3 supports.

- **Indicator c:** During the focus groups, school leaders described the use of data to inform the content of their Advisory program, formal and informal behavior intervention plans (BIPs), and the behavioral RTI program. For example, the middle school has implemented a Tier 3 teacher buddy system to support students identified with the most pressing needs.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework.

Financial Condition

Bronx Charter School for the Arts appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Bronx Charter School for the Arts' 2018-2019 composite score is 2.27.

Composite Scores
2014-2015 to 2018-2019

Year	*Composite Score*
2014-2015	1.45
2015-2016	2.25
2016-2017	1.75
2017-2018	2.07
2018-2019	2.27

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, including appropriate internal controls and procedures in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

The Charter School Office reviewed Bronx Charter School for the Arts' 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

- **Indicator a:** The board possesses a range of skills relevant to effective charter school governance, including legal, financial, managerial, human resource, and educational expertise. Interviewed board members indicated that they are actively seeking additional members with expertise in the arts.
- **Indicator b:** During the focus group, board members noted that the board's priorities include raising test scores, maintaining stability of the new leadership team, reducing teacher attrition, refining arts education, fundraising, and optimizing facility for a K-Grade 8 program currently located in two separate buildings. The school undertook a strategic planning process with Bellwether consultants last year to consider growth options, though the board described its current focus on stabilizing the existing elementary school program and growing out the new middle school program. At the executive director's suggestion, the board has adopted Board on Track, which has reportedly streamlined and improved board practices. The board is beginning to put its goal into the Board on Track system for strategic planning and evaluation purposes.
- **Indicator c:** In the board focus group, members stated that the board operates with committees; its program committee was formalized this year to regularly receive and review interim and state assessment data and the finance committee regularly reviews financial data and reports. In addition, board members visit the school to see operations, program implementation and school culture firsthand. Board members noted examination of disaggregated data to monitor performance of subgroups, including SWDs and ELLs/MLLs. The board has responded to academic deficiencies with investments in new staffing

structures, e.g., hiring principals and arts directors for each campus, as well as the introduction of new academic programs.

- **Indicator d:** During the focus group, board members reported that they have reviewed and enhanced policies as the organization has grown. The renewal application also indicates that the board's executive committee annually reviews policies. The school's executive director noted regular updating to the school's staff and family handbooks as well as its financial policies and procedures as the school has grown. The board maintains external counsel to review policy changes.
- **Indicator e:** The recently implemented Board on Track system provides assistance with evaluation, including board self-evaluation tools as well as leadership self-evaluation and staff feedback that help inform the board's evaluation of the executive director. Board members noted a range of evaluation domains and data collection, including anecdotal information, and described the new system as an effective structure for conducting board and leadership evaluations. The board acknowledged past leadership deficiencies that were not dealt with in a timely manner and believes this will be addressed with the new goal-setting and evaluation procedures in place.
- **Indicator f:** The school's board includes two lawyers; it also maintains external counsel to advise on legal responsibilities. The board's finance committee monitors the school's financial obligations, and the board maintains a conflict of interest policy.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and 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.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ✓*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership*:**

- **Indicator a:** The school has undergone significant leadership turnover and restructuring of its leadership team during the charter term as it has grown to add a middle school. A new executive director was hired at the beginning of the charter term who identified the need for a separate principal position, which the board approved. After initial principal turnover (which, according to the executive director, was intentional), school leaders described a newly stable leadership team, including an elementary principal and middle school principal as well as two directors of curriculum and instruction (DCI) in each school, with one in each pair

focused on special populations; two arts directors; and two deans. Interviews with leadership teams at both campuses demonstrated a clear focus on academic improvement, including regular meetings involving review of data, program evaluation leading to new curricula and assessments, and improved hiring practices. Instructional leaders also conduct "co-walkthroughs" to norm expectations.

- **Indicator b:** Though the organizational structure has changed, and the leadership team has expanded, focus groups with school leaders and staff at both campuses indicated clear roles and responsibilities. Moreover, the organizational charts submitted with the renewal application show clear lines of accountability and supervision. Each campus now has its own arts director, ICT teachers in the upper grades are subject specific, and the middle school has added a math interventionist to address identified needs.
- **Indicator c:** As a growing school located on two campuses, the school has organized systems for communication. Principals send weekly messages to their teams and the middle school holds short daily "Morning Muster" and "Places" meetings. These include regular meetings by grade teams and departments, as well as whole staff meetings to bring the school community together. The leadership teams also meet regularly. In addition, the operations team puts out a daily e-mail message with information about student and staff absences. The faculty at each school also meet weekly for professional development during which information is shared.
- **Indicator d:** The school has experienced significant staff turnover during the charter term. In the 2017-2018 school year, 11 out of 31 teachers left the school and, in 2018-2019, 24 out of 47 teachers left. In the focus groups, school leaders described this attrition as ultimately helpful to implementing desired changes and raising expectations for student performance. School leaders indicated that it has held teachers accountable for performance through ongoing coaching and evaluation, including the use of performance improvement plans; teachers not meeting expectations were not asked to return. School leaders also reported that they have improved hiring with more involvement from the executive director, beginning the hiring process earlier and getting to know candidates better, and prioritizing hiring of more experienced teachers.

2. Element: ***Professional Climate:***

- **Indicator a:** During the focus groups, school leaders said all positions had been filled at the beginning of the year. At the time of the renewal visit, nearly all positions were filled. The elementary school experienced two staff departures this year and the middle school was in the process of filling a guidance counselor position. School leaders described the challenge in hiring based on the competitive market and location of the school campuses. They indicated that, through attrition and hiring, they have reduced the number of novice teachers, though noted the ongoing need for professional development and coaching for all new and novice teachers. To manage the operational needs of the school, Bronx Arts has a director of operations who oversees the operations staff for both schools.
- **Indicator b:** The school has a number of structures in place to facilitate staff collaboration and communication. These include weekly grade, department, and staff meetings; in focus group discussions, instructional leaders and staff noted the active participation of DCIs, deans and arts directors in these meetings. Team teaching is used predominantly at the elementary campus and teachers have time for co-planning with student support staff and arts teachers as well. Finally, the school uses a shared drive so all teachers and support staff can access unit and lesson plans and instructional leaders can provide feedback.

- **Indicator c:** The school has a robust professional development program in place aligned to its mission and priorities, including a weekly formal professional development period at each campus. With the implementation of a number of new programs, e.g., the Teachers College Reading and Writing Project, *Navigator* math, and ANET interim assessments, the school has sent staff for training and hired numerous consultants and coaches to provide ongoing embedded support. Notably, the school sent its deans to a Teachers College training so they could provide aligned academic and behavior support to teachers. With a principal, DCI and arts director at each campus, instructional leaders provide push-in and "in the game coaching" targeted to individual teacher needs. Instructional leaders reported that teachers receive classroom observations at least once a week as well as feedback via e-mail and in person through one-on-one, co-teaching, and grade team meetings. The instructional leaders who accompanied evaluators on classroom observations were familiar with individual teacher's strengths and areas for growth and coaching priorities.
- **Indicator d:** With a robust instructional leadership team, Bronx Arts provides regular teacher observation and oversight. This includes frequent pop-in visits, real time coaching, and one-on-one coaching meetings. The school is using the Kim Marshall rubric for evaluating teachers and implements professional improvement plans for teachers with significant needs.
- **Indicator e:** According to school leadership, the school solicits teacher input and evaluates teacher satisfaction through regular surveys and meetings with teachers. During the focus groups, school leaders noted that they have incorporated teacher input into the hiring of new staff and recent curriculum decisions, e.g., the adoption of the Teachers College program.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: ***Mission and Key Design Elements*:**

- **Indicator a:** In their respective focus groups, board members, school leaders, and staff all demonstrated a common understanding of the school's mission and key design elements. Board members and leadership alike described Bronx Art's focus on academic achievement, and leaders in the middle school noted their goal of preparing students for admission to the high school of their choice. Focus group discussions with both board members and school leaders pointed to the school's executive director leading efforts to create a shared understanding of academic expectations for academic rigor and engagement. Focus groups also revealed an ongoing commitment to arts education with an increased emphasis on arts integration in addition to stand-alone arts instruction.
- **Indicator b:** Ongoing changes to curriculum, assessment, and professional development all speak to the school's focus on academic rigor and student achievement. In addition, school leaders reported refining their approach to arts integration. For example, an arts director has been hired at each campus to increase targeted support for arts integration across the curriculum. Increased expectations for teaching and learning has applied to the arts as well as other core subjects; during focus groups, school leaders emphasized effective classroom management skills in arts classes and noted deliberate changes, such as music instruction including more accessible instruments. The school has a clear focus on building an inclusive culture as evidenced by programs such as Responsive Classroom and restorative practices. The school provides a robust professional development program for staff, supported by principals, DCIs, deans, and arts directors, as well as numerous external consultants and coaches. Finally, the school celebrates learning and achievement through a variety of community events and performances.

Benchmark 9: Enrollment, Recruitment, and Retention

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.

Finding: Meets

Element	*Indicators*
1. *Targets are met*	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

1. Element**: *Targets are met*:**
   - **Indicator a:** Bronx Arts has met or come close to meeting its enrollment and retention targets. In 2018-2019, the school enrolled 422 students, close to its targeted enrollment of 416 for that academic year.[4] While it exceeded NYC CSD 8 in enrollment of ELLs/MLLs for all years in the current charter term, its enrollment of SWDs and ED students was slightly below the district of location from 2016-2017 to 2018-2019. For the past two years, however, the school has remained within five percentage points of NYC CSD 8's enrollment of these two subgroup populations. In its renewal application, Bronx Arts reported strong student retention, with 92% of all students returning from 2018-2019. Similarly, 98% of ELLs/MLLs, 95% of ED students, and 86% of SWDs returned.

See Attachment 1 for data tables and additional information.

[4] See the enrollment table on page 4 for additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance***:
   - **Indicator a:** Though not always timely with reporting, there was no evidence at the time of the renewal visit that the school is out of compliance with applicable state and federal laws and the provisions of its charter.
   - **Indicator b:** Interviewed board members noted that the board has legal counsel that advises on legal matters and reviews policies.
   - **Indicator c:** During the 2016-2017 school year, Bronx Arts appropriately sought and received approval to revise its charter to expand its grades served from K-Grade 5 to K-Grade 8. Along with this charter renewal, the school is requesting an increase in maximum approved enrollment from 624 to 648 students.

Attachment 1: 2019-2020 Renewal Site Visit

Bronx Charter School for the Arts

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, Bronx Charter School for the Arts students tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

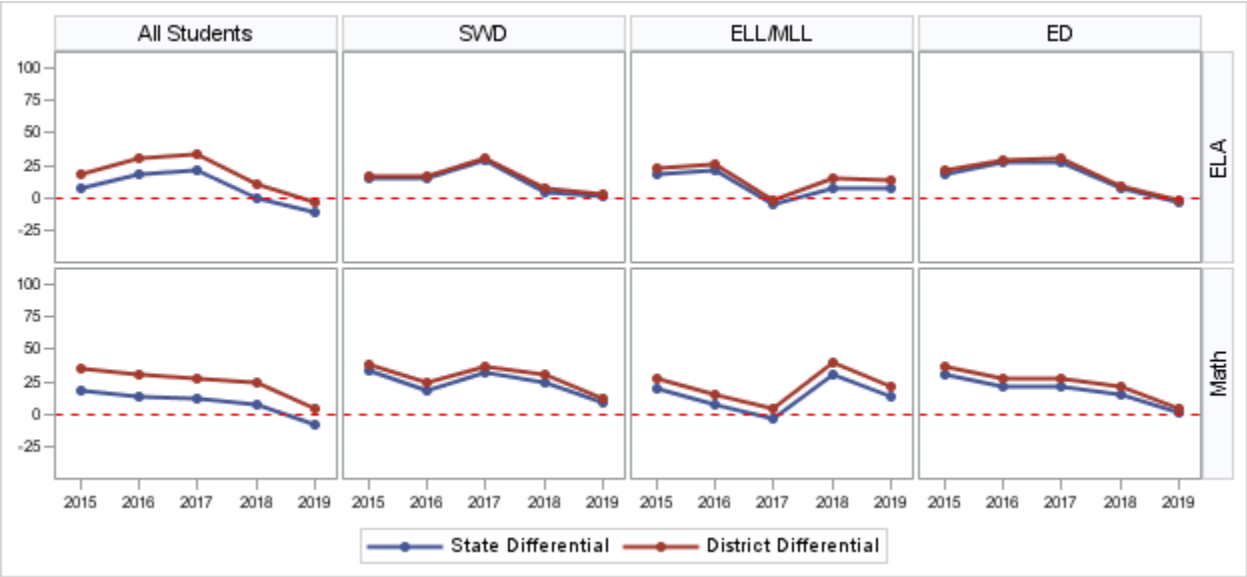
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		2015-2016	2016-2017	2017-2018	2018-2019
ELA	All Students	63%	63%	47%	37%
	SWD	44%	50%	35%	16%
	ELL/MLL	57%	.	40%	22%
	ED	61%	58%	44%	35%
Math	All Students	49%	62%	50%	47%
	SWD	31%	50%	44%	28%
	ELL/MLL	14%	.	50%	41%
	ED	45%	56%	45%	45%

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



**See NOTES (1), (2), (3), and (6) below.*

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
All Students	2014-2015	38%	20%	+18	31%	+7	62%	27%	+35	43%	+19
	2015-2016	57%	27%	+30	39%	+18	57%	27%	+30	43%	+14
	2016-2017	62%	28%	+34	40%	+22	57%	29%	+28	45%	+12
	2017-2018	46%	35%	+11	46%	0	56%	32%	+24	48%	+8
	2018-2019	35%	38%	-3	46%	-11	43%	38%	+5	50%	-7
SWD	2014-2015	23%	6%	+17	8%	+15	50%	11%	+39	16%	+34
	2015-2016	26%	9%	+17	11%	+15	35%	11%	+24	16%	+19
	2016-2017	41%	10%	+31	12%	+29	50%	13%	+37	18%	+32
	2017-2018	23%	15%	+8	18%	+5	47%	17%	+30	22%	+25
	2018-2019	17%	14%	+3	16%	+1	29%	16%	+13	20%	+9
ELL/MLL	2014-2015	31%	8%	+23	13%	+18	44%	16%	+28	24%	+20
	2015-2016	38%	12%	+26	16%	+22	31%	15%	+16	24%	+7
	2016-2017	10%	11%	-1	15%	-5	20%	16%	+4	23%	-3
	2017-2018	36%	21%	+15	28%	+8	64%	24%	+40	34%	+30
	2018-2019	35%	21%	+14	28%	+7	48%	26%	+22	34%	+14
ED	2014-2015	39%	18%	+21	21%	+18	62%	25%	+37	31%	+31
	2015-2016	55%	26%	+29	28%	+27	53%	25%	+28	31%	+22
	2016-2017	56%	26%	+30	29%	+27	54%	27%	+27	33%	+21
	2017-2018	43%	33%	+10	36%	+7	52%	30%	+22	36%	+16
	2018-2019	33%	35%	-2	36%	-3	40%	36%	+4	39%	+1

**See NOTES (1), (2), (3), (6), and (7) below.*

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Bronx CS for The Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx CS for The Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	53%	19%	+34	31%	+22	71%	28%	+43	42%	+29
	2015-2016	64%	28%	+36	42%	+22	74%	27%	+47	44%	+30
	2016-2017	69%	30%	+39	43%	+26	55%	30%	+25	48%	+7
	2017-2018	57%	39%	+18	51%	+6	69%	41%	+28	54%	+15
	2018-2019	53%	44%	+9	52%	+1	63%	44%	+19	55%	+8
Grade 4	2014-2015	20%	21%	-1	33%	-13	52%	25%	+27	43%	+9
	2015-2016	59%	31%	+28	41%	+18	45%	30%	+15	45%	0
	2016-2017	58%	29%	+29	41%	+17	55%	26%	+29	43%	+12
	2017-2018	46%	36%	+10	47%	-1	48%	32%	+16	48%	0
	2018-2019	35%	38%	-3	48%	-13	47%	36%	+11	50%	-3
Grade 5	2014-2015	38%	20%	+18	30%	+8	62%	29%	+33	43%	+19
	2015-2016	48%	24%	+24	33%	+15	52%	23%	+29	40%	+12
	2016-2017	57%	24%	+33	35%	+22	62%	30%	+32	43%	+19
	2017-2018	35%	28%	+7	37%	-2	51%	30%	+21	44%	+7
	2018-2019	28%	32%	-4	38%	-10	32%	38%	-6	46%	-14
Grade 6	2018-2019	31%	37%	-6	47%	-16	38%	34%	+4	47%	-9

**See NOTES (1), (6), and (7) below.*

Indicator 3: High School Outcomes

(Not applicable for this charter school.)

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
2015-2016	21%	26%	**-5**	19%	15%	**+4**	84%	81%	**+3**
2016-2017	22%	26%	**-4**	18%	15%	**+3**	74%	81%	**-7**
2017-2018	22%	27%	**-5**	23%	17%	**+6**	82%	86%	**-4**
2018-2019	24%	27%	**-3**	20%	18%	**+2**	84%	85%	**-1**

**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).

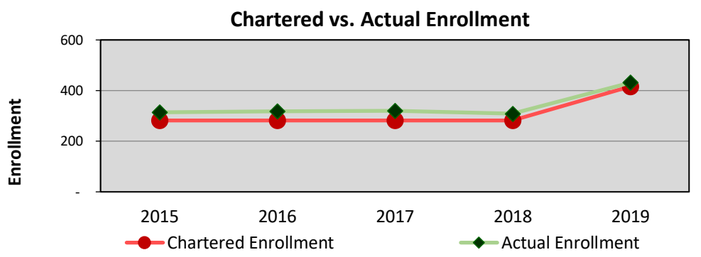
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(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

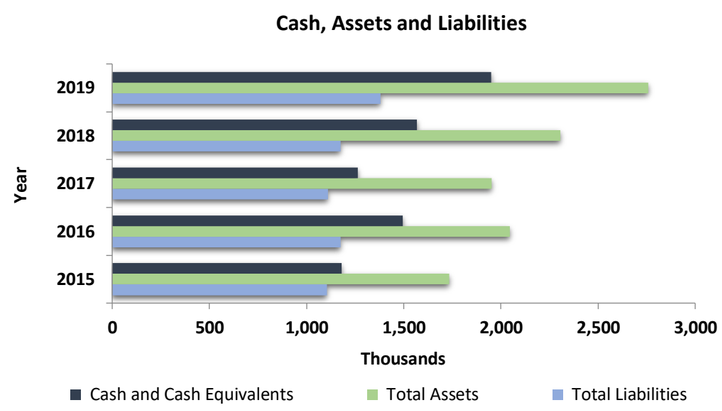
	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	K-5	K-5	K-5	K-5	K-6
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-6
Chartered Enrollment	282	282	282	282	416
Maximum Chartered Enrollment	310	312	312	312	312
Actual Enrollment	315	318	320	309	431

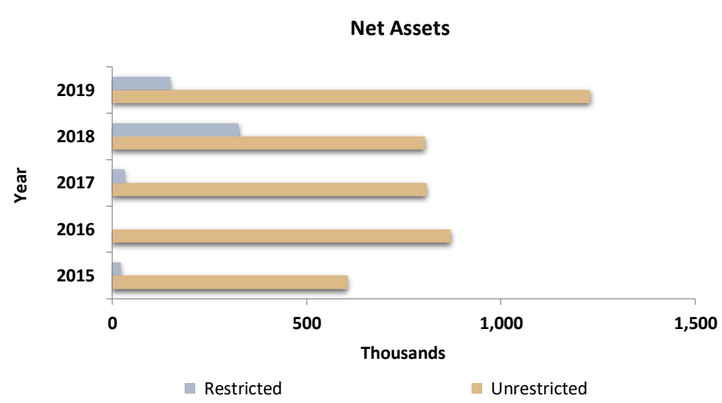


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

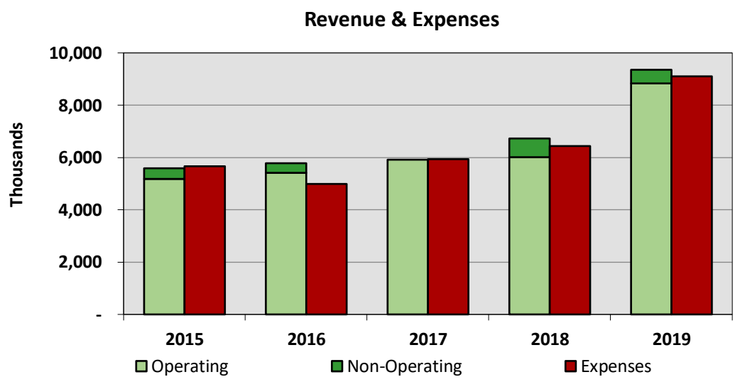
ASSETS					
Current Assets					
Cash and Cash Equivalents	1,180,004	1,494,665	1,264,038	1,567,291	1,950,238
Grants and Contracts Receivable	-	-	262,590	-	123,698
Prepaid Expenses	8,683	2,675	68,058	62,999	37,647
Other Current Assets	150,390	152,740	28,213	287,761	25,459
Total Current Assets	1,339,077	1,650,080	1,622,899	1,918,051	2,137,042
Non-Current Assets					
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
Total Non - Current Assets	394,387	394,974	329,263	387,049	621,974
Total Assets	1,733,464	2,045,054	1,952,162	2,305,100	2,759,016
LIABILITIES and NET ASSETS					
Current Liabilities					
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	-	-
Total Current Liabilities	376,889	700,032	397,592	499,575	760,966
Long-Term Liabilities					
Deferred Rent	440,074	474,020	488,668	483,439	618,451
Other Long-Term Liabilities	289,285	-	224,999	192,856	-
Total Long-Term Liabilities	729,359	474,020	713,667	676,295	618,451
Total Liabilities	1,106,248	1,174,052	1,111,259	1,175,870	1,379,417
NET ASSETS					
Unrestricted	605,216	871,002	808,403	804,230	1,229,599
Restricted	22,000	-	32,500	325,000	150,000
Total Net Assets	627,216	871,002	840,903	1,129,230	1,379,599
Total Liabilities and Net Assets	1,733,464	2,045,054	1,952,162	2,305,100	2,759,016

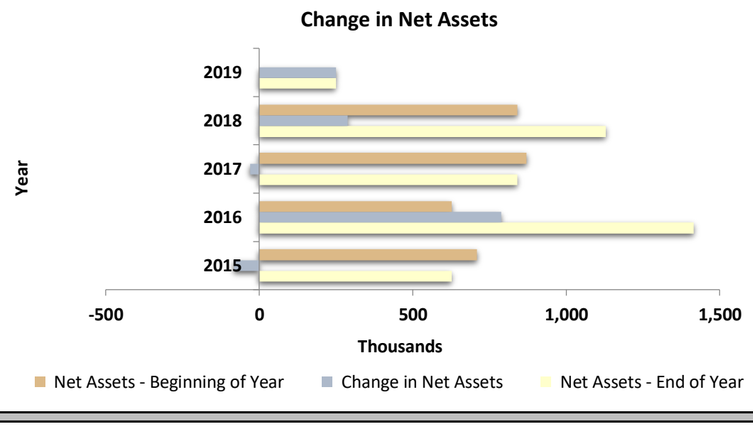




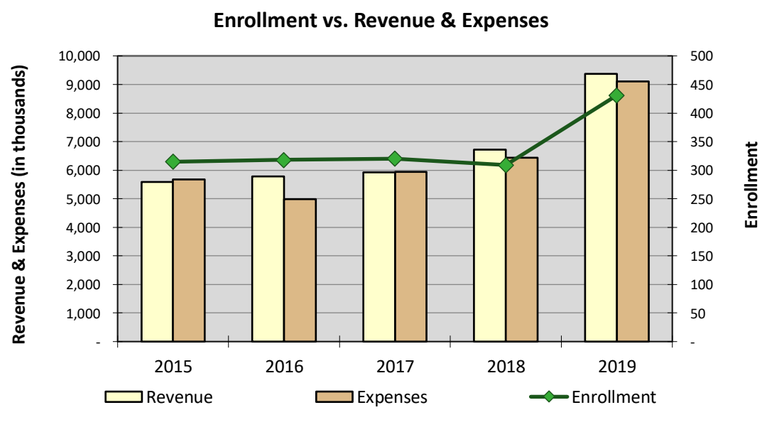
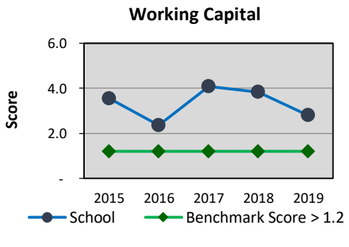
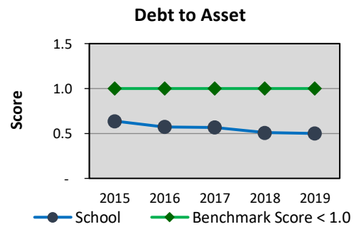
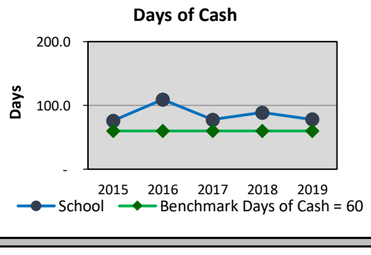
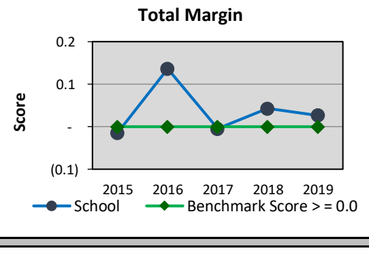
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
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
Total Operating Revenue	5,179,506	5,409,828	5,914,672	6,020,649	8,826,079
EXPENSES					
Program Services					
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	-	-	-	-	-
Total Program Services	5,043,468	4,782,219	5,187,037	5,490,889	7,846,284
Supporting Services					
Management and General	495,328	S	651,862	764,789	1,012,602
Fundraising	128,450	210,534	105,872	181,299	254,620
Total Support Services	623,778	210,534	757,734	946,088	1,267,222
Total Expenses	5,667,246	4,992,753	5,944,771	6,436,977	9,113,506
Surplus/Deficit from Operations	(487,740)	417,075	(30,099)	(416,328)	(287,427)
SUPPORT AND OTHER REVENUE					
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	-
Total Support and Other Revenue	405,960	370,757	-	704,655	537,796
Change in Net Assets	(81,780)	787,832	(30,099)	288,327	250,369
Net Assets - Beginning of Year	708,996	627,216	871,002	840,903	-
Net Assets - End of Year	627,216	1,415,048	840,903	1,129,230	250,369





RATIOS, BENCHMARKS and FINDINGS

FISCAL ANALYSIS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	16,443	17,012	18,483	19,484	20,478
Support and Other Revenue	1,289	1,166	-	2,280	1,248
Total Revenue	17,732	18,178	18,483	21,765	21,726
Expenses - Per Pupil					
Program Services	16,011	15,038	16,209	17,770	18,205
Mangement and General, Fundraising	1,980	662	2,368	3,062	2,940
Total Expenses	17,991	15,700	18,577	20,832	21,145
% of Program Services	89.0%	95.8%	87.3%	85.3%	86.1%
% of Management and Other	11.0%	4.2%	12.7%	14.7%	13.9%
% of Revenue Exceeding Expenses	-1.4%	15.8%	-0.5%	4.5%	2.7%
FINANCIAL COMPOSITE SCORE					
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	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
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	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
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	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
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	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.1	(0.0)	0.0	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard