New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

Bronx Charter School for the Arts

Renewal Site Visit Dates: November 14-15, 2023
Date of Final Draft Site Visit Report: April 3, 2024
Date of Final Site Visit Report: April 16, 2024

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Bronx Charter School for the Arts
Board Chair	Barbara Scott
District of Location	New York City (NYC) Community School District (CSD) 8
Initial Commencement of Instruction	Fall 2003
Charter Terms	• Initial Charter Term: April 23, 2002 - April 22, 2007 • 1st Renewal: April 23, 2007 - August 31, 2010 • 2nd Renewal: September 1, 2010 -August 31, 2015 • 3rd Renewal: September 1, 2015 - June 30, 2020 • 4th Renewal: July 1, 2020 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 624 Students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 624 Students
Comprehensive Management Service Provider	None
Facilities	• ES K-5: 950 Longfellow Avenue, Bronx 10474 - Private Space • MS 6-8: 1440 Story Avenue, Bronx 10473 - Public 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 inspire 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 (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: Bronx Charter School for the Arts (Bronx Arts) has implemented a robust arts program that includes arts integration across the curriculum as well as stand-alone arts classes. Middle school students take a survey of arts disciplines in Grade 6 and then, in subsequent grades, major in a specific art form. The school also provides access to the arts through a variety of after-school programs, including Afro-Caribbean dance, African drums, hip hop dance and jazz band.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

[1] The information in this section was provided by the NYS Education Department Charter School Office.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	624	624	624	624

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	624	624	624	624	624

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need,

[2] 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. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Bronx Charter School for the Arts on November 14-15, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers.

The team conducted 15 classroom observations in K - Grade 8. The observations were approximately 15 minutes in length and conducted jointly with instructional leaders. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 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 2019 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**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a 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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.	**Meets**
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. High schools are meeting persistence rates commensurate with the NYSED target.	**Meets**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Bronx Charter School for the Arts is in year 21of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: Meeting nine benchmarks, and Approaching one benchmark. Summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:

    - Benchmark 1: The school's academic performance has shown a steady growth over the course of the charter term.
    - Benchmark 2: Bronx Arts has adopted new curriculum to better align to standards and make it more rigorous, culturally relevant and engaging. The school has a comprehensive assessment program and is using results to inform instruction, target intervention and evaluate programs and practices. The school also has a robust response to intervention program and offers a variety of special education and ELL services.
    - Benchmark 3: Bronx Arts has a strong, positive school culture, ample family engagement and variety of resources for social emotional learning.
    - Benchmarks 4 & 5: Bronx Arts has maintained good financial health and management.
    - Benchmark 6: The school has an active, engage board that has refocused the school on increased academic achievement and support for at-risk students.
    - Benchmark 7: Bronx Arts has a new leadership team that has raised expectations and is forming a strong adult culture through regular coaching and supervision.
    - Benchmark 8: The school continues to maintain the role of the arts across the curriculum, is raising expectations for student learning, devotes substantial resources to professional development, and actively builds community among students, staff and families.
    - Benchmark 9: Bronx Arts is meeting or coming close to its overall enrollment targets and has enrolled about equal percentages of students with disabilities and economically disadvantaged students.
    - Benchmark 10: The school's new leadership team has substantially enhanced compliance and is addressing areas of concern such as fingerprint clearance and teacher certification.

- **Summary of Challenges**:

    - Benchmark 10: Bronx Arts has persistent compliance issues regarding the total number and categorization of uncertified teachers.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improvement in outcomes for the NYSTP 3-8 Assessments in ELA and math overall and in all three at-risk subgroups.

Over the course of the current charter term, the school demonstrated growth in both ELA and math overall and in all three sub-groups based on the results of the NYSTP 3-8 Assessments in ELA and math. In 2023 the school exceeded the proficiency rate of the district of location (DOL), NYC CSD 8, in both ELA and math and met or exceeded the proficiency rate of the state overall and in all three subgroups. Notably, 49 percent of Bronx Arts students were proficient in ELA in 2023, a rate which exceeded the district of location by +11 percentage points; similarly, 52 percent of Bronx Arts students were proficient in math, a rate which exceeded the district by +16 percentage points. The proficiency rate for Bronx Arts English language learner (ELL) students exceeded the district by +19 percentage points in ELA and +23 points in math. The proficiency rate for students with disabilities (SWD) at Bronx Arts exceeded the district by +12 percentage points in ELA and +15 percentage points in math.

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 implements research-based practices and 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 current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a 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 for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element	*Indicators*
	learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
  - ELA: Wit and Wisdom curriculum and Fundations for phonics instruction.
  - Math: Achievement First Navigator Math program.
  - Social Studies: New York State Social Studies standards and Success Academies' Social Studies framework
  - Science: OpenSciEd curriculum.
- MS:
  - ELA: EngageNY curriculum, which it supplements with additional resources.
  - Math: Middle school grades transitioned to the Illustrative Math program.
  - Social Studies: New York State Social Studies standards and Success Academies' Social Studies framework. Students in Grades 6-8 take three years of American History.
  - Science: OpenSciEd curriculum and Investigating and Questioning Our World Through Science and Technology (IQWST) tools and resources. Middle School students take three years of integrated Life, Earth, and Physical science that meet the requirements of the Next Generation Learning Standards.

Academic Program for Students with Disabilities and English language learner(s)(ELs):

- SWD:
  - Special education teacher support services (SETSS)
  - Integrated Co-Teaching (ICT) model at each grade level
  - A multi-grade self-contained (12:1) classroom at the middle school campus
  - Mandated counseling by the school social workers and guidance counselor
  - Speech and occupational therapy provided by district
- ELL:
  - ELL program staffed by a full-time ELL teacher
  - Language arts and content-area instruction are taught in English using research-based instructional strategies
  - Identified ELL students receive 180 – 360 minutes of English language instruction each week

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Curriculum**:

- **Indicator a:** Bronx Arts has a comprehensive curriculum in place. During the school leader focus group, the leadership team described a thorough review of the school's curriculum and deliberate changes to increase rigor and cultural relevance. They acknowledged that weaknesses existed in the curriculum prior to the COVID-19 pandemic, such as unsystematic phonics instruction, that were exacerbated by learning loss during the pandemic. Teachers reported deliberate efforts to better align curriculum to state standards in response to the decline of student performance during the pandemic. In addition, they noted changes in the school's curriculum framework to better engage students and meet their needs. The school's renewal application indicates "Bronx Arts now utilizes Wit and Wisdom for its ELA curriculum across elementary grade levels and continues to support students' phonics development through Fundations. At the middle school level, teachers continue to utilize EngageNY materials that emphasize high level vocabulary development, comprehension strategies, simplify differentiation of instruction, and prioritize skill instruction for all levels through its six modules that focus on reading, writing, listening, and speaking in response to high-quality texts." Moreover, "teachers established an initiative to significantly enrich the EngageNY modules by supplementing lesson materials with more engaging, diverse, and culturally relevant texts representing authors and artists of color." School leaders also noted the addition of 6+1 Traits of Writing and plans for replacing Fundations with PAF for phonics instruction. Finally, during the teacher focus group, teachers described modifications to Wit and Wisdom to incorporate more culturally relevant materials. For math, the renewal application states "Bronx Arts has utilized the Achievement First Navigator Math program for its elementary grades during this charter term…At the middle school level, teachers currently use the Illustrative Math curriculum." However, the renewal application also reports the school plans to transition to i-Ready classroom mathematics across all grades in the next charter term. Interviewed school leaders said they began the pivot last year after adding skills periods for elementary and middle school students. Finally, middle school leaders noted the increased number of Regents algebra classes, with half of Grade 8 students now enrolled. For social studies, the renewal application indicates "Teachers plan units and lesson plans upon the revised New York State Social Studies standards, and Success Academies' Social Studies framework" and for science "teachers utilize the OpenSciEd curriculum, and middle school teachers also utilize Investigating and Questioning Our World Through Science and Technology (IQWST) tools and resources." Finally, with regards to arts, the renewal application states "Bronx Arts continues to refine and implement an internally developed arts curriculum based on the National Core Arts Standards…leaders and teachers deploy significant time and resources to integrate rigorous arts instruction throughout the curriculum; this work includes regular references to current events, local art exhibitions, Bronx community connections, and reinforces the school's focus on social activism."
- **Indicator b:** Bronx Arts has an aligned curriculum. The teacher focus group indicated that teachers meet to "align what we're teaching" in regular grade team and cross grade meetings. According to the school's renewal application, "Horizontal and vertical curriculum alignment occurs during the mapping phase and is generally conducted by the school's elementary and middle school principals and directors of curriculum and instruction." The school's renewal application also reports that "over the course of the school's most recent charter term, frequent data analysis pinpointed a need for increased vertical alignment, particularly at the middle school level. In response, the Bronx Arts team developed more intensive processes for checking that anchor standards are revisited in curricula and that materials are well aligned to the rigor of state exams." According to the 2023 NYC School Survey of Teachers, 53 percent of respondents agreed "At this school…teachers make a conscious effort to coordinate their teaching with instruction at other grade levels." In addition, 63 percent of respondents agreed "At this school…curriculum,

instruction, and learning materials are well coordinated across the different grade levels at this school." Interviewed instructional leaders noted the emphasis on literacy across the curriculum facilitated by sharing class overviews between core and specials teachers. Moreover, the Midterm Site Visit Report noted that "School principals described intraschool planning across the Bronx Arts Elementary (BAE) campus and Bronx Arts Middle (BAM) campus as productive and focused on academic, social-emotional, and arts program alignment."

- **Indicator c:** The school has differentiated curriculum. Interviewed school leaders noted the use of small group instruction periods utilizing a variety of curriculum resources, including i-Ready. The Bronx Arts renewal application indicates "All texts, anthologies, and leveled readers are reviewed to ensure that students' reading levels are considered for each lesson across all subject areas, including math." It goes on to describe differentiated resources that "include consumable materials such as workbooks that accompany published curriculum, supplemented with EngageNY resources and classroom libraries full of authentic texts, as well as a variety of requested tangible materials for teachers to use in hands-on activities." The renewal application also notes "teachers established an initiative to significantly enrich the EngageNY modules by supplementing lesson materials with more engaging, diverse, and culturally relevant texts representing authors and artists of color." Finally, the renewal application reports "Teachers also have access to online resources, including but not limited to BrainPop, RAZKids, iReady, and Khan Academy to provide additional differentiated practice."
- **Indicator d:** The new school leadership team implemented a comprehensive curriculum review, resulting in significant modifications to curriculum resources noted above. The school's renewal application indicates leadership continually evaluates curriculum resources, stating "Whenever curriculum does not produce the desired student performance outcomes, leaders first attempt to diagnose why, consider possible implementation deficiencies, and then swiftly investigate and pilot options to find a better fit. Leaders focus on closing achievement gaps and utilize research sources including EdReports, What Works Clearinghouse, and Education Weekly, to vet things internally and with external validation." The Midterm Site Visit Report indicated that, after three years of implementing the Teachers College Reading and Writing Program, teachers and leaders "identified an across-the-board need for early grade systematic instruction in basic reading skills. In response, Bronx Arts added Fundations for all students in K through Grade 3."

2. Element: ***Instruction***:
    - **Indicator a:** Interviewed teachers indicated they have flexibility in how they teach but there are clear expectations, including deliberate lesson planning, clear posted objectives, and formative assessments and checks for understanding. Bronx Arts is making effective use of co-teaching, with a variety of models observed during the renewal site visit to differentiate instruction. The school's renewal application states "As the school serves student populations that historically demonstrate ability gaps in ELA and math, and that have been disproportionately impacted by learning loss and trauma during the COVID-19 pandemic, teachers often utilize small group instruction. Small group instruction provides additional, frequent opportunities for customized intervention, pre-teaching, and re-teaching, and differentiated material for students who have significant deficits and/or learning exceptionalities." Schoolwide practices were also evident in observed classrooms, such as the use of word walls and posting of student work. Finally, school leaders reported teachers are increasingly intentional about integrating arts across the curriculum and interviewed general education teachers reported the arts teachers are responsive to what they are teaching in their classes.
    - **Indicator b:** The school has developed a lesson plan that drives instruction and interviewed teachers reported pacing guides that were changed in response to student performance data.

According to Bronx Arts renewal application "All curricular plans meet state standards for each grade and are driven by student data that help teachers articulate why they are teaching the lesson, what the students must learn, where students may have misconceptions or misunderstandings, and how they will reteach or clarify to address the latter." The school's renewal application also indicates "To ensure high quality, engaging lessons and a consistent level of rigor across classrooms and grade levels, grade level teams meet weekly with the principals and DCIs to receive constructive and individualized feedback on lesson and unit plans…" Reviewed lesson plans included identification of standards, clear learning objectives, assessment plans, direct teaching activities, and differentiation. The latter included a wide range of strategies, including word walls, video transcripts, differentiated question stems, graphic organizers, visual and audio aids, and modeling. Moreover, the instruction observed during the renewal visit was organized and purposeful with clear and specific learning objectives posted. Classroom management was generally effective with most students observed on task or quickly redirected in unobtrusive ways. Many teachers had routines in place, such as clap/call and respond to get student attention and procedures for group work and used them to effectively maintain pacing and engagement throughout the lessons. Evidence of rigor was evident in many classes, such as higher order questioning, asking students to expand on their answers, and expectations for supporting evidence. Most students were engaged in learning activities, including class conversations, independent work on computers, and small group projects. For example, in one middle school class small groups of students rotated among stations related to data about Reconstruction and engaged in productive self-directed discussion and argument. According to the 2023 NYC School Survey of Families, 87 percent of respondents agreed "This school offers a wide enough variety of programs, classes, and activities to keep my child engaged in school."

- **Indicator c:** The school uses a variety of strategies to differentiate instruction. For example, school leaders noted the use of small group instruction and assignment of special iReady lessons. In addition, the renewal application reports "Bronx Arts teachers use a combination of direct instruction, small group instruction, and differentiated individual learning activities to meet the needs of all students… Teachers may also scaffold their lessons by integrating manipulatives or visuals into instruction, explicitly connecting material to students' prior knowledge and experience, or including real world examples in individual, small, or whole group instruction." Leadership, support staff and teacher focus groups all reported data-driven planning to differentiate instruction. The school's renewal application indicates "School leaders and teachers ensure the effectiveness of differentiation techniques through consistent team lesson study protocols; teachers collaborate with DCIs to review data and lesson plans to collaboratively solve problems associated with ensuring that each lesson meets the needs of individual students." According to the 2023 NYC School Survey of Teachers, 96 percent of respondents agreed "I am able to...modify instructional activities and materials to meet the developmental needs and learning interests of all my students."
- **Indicator d:** The school's renewal application states "Through robust professional development offerings during the summer and over the course of the school year, all Bronx Arts teachers are trained to utilize a variety of proven instructional methods based on learning priorities and content area." According to the 2023 NYC School Survey of Teachers, 81 percent of respondents agreed "Overall, my professional development experiences this year have...directly related to my students' needs."

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** Interviewed school leaders acknowledged that their previous assessment system was not always well aligned to standards, which they have worked to address. Bronx Arts is currently

using a variety of assessment tools and strategies to evaluate student performance. The school's renewal application indicates administration of i-Ready Diagnostic Assessments, NWEA MAP, and Fountas and Pinnell each three times per year. In addition, the school utilizes curriculum-based assessments, such as pre- and post-unit tests, and mock state assessments. School leaders reported an emphasis on building stamina and automaticity and are designing formative assessments, such as exit tickets and other checks for understanding, to model state test questions. During classroom observations, some teachers circulated and tracked student learning and understanding; this was even observed during a dance class. Evidence of performance tasks incorporating the arts was also present in classrooms and hallways; for example, students created museum exhibits as an end of unit assessment.

- **Indicator b:** Interviewed school leaders said they look regularly not only at formal assessment data but at student work as well. In addition, they leverage i-Ready assessment results to organize small group instruction and target lessons. According to the school's renewal application "the principals and DCIs help teachers analyze and interpret data in grade-level meetings, or one-on-one if directed by the data or requested by teachers. This guidance includes identification of students to receive intervention services and determination of student groupings for re-teaching, guided instruction, differentiation, and extended day instruction. Teachers also receive additional support on using assessment data through child-study meetings, coaching sessions with supervisors, lead teachers or external coaches and through school-wide professional development sessions."
- **Indicator c:** School leaders indicated in focus groups that they review diagnostic data in the fall from Fountas and Pinnell, i-Ready and NWEA and use the results to target teachers and resources where needed. The Bronx Arts renewal application indicates "At the highest level, the Board of Trustees uses data to monitor the school's progress towards interim and terminal goals, adjust priorities, make informed decisions on deploying resources, and evaluate the school's executive director. School leadership uses assessment data to identify school-wide and individual teacher professional development needs as well as trends in classroom, grade, and school-level performance. Principals use data to drive support for both teachers and students by designing individual and grade-level professional development opportunities focused on achievement gaps." According to the 2023 NYC School Survey of Teachers, 94 percent of respondents agreed "The principal/assistant principal(s) at this school…carefully tracks student academic progress."
- **Indicator d:** The school's renewal application indicates "Through regular progress reports, report cards, conferences with teachers, and daily updates via the Parent Square app, families remain informed of their student's individual achievement and need for additional remediation or acceleration opportunities."

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** Interviewed school leaders described ongoing data collection and analysis to identify student in need of intervention and special services. The school's renewal application indicates "To identify students entitled to special education services…, the school team follows Child Find procedures. Student enrollment forms enable parents to indicate if their child has an IEP or has received services in the past. School leaders refer to the Special Education Student Information System (SESIS) to ensure accuracy of records, and the school implements the RTI procedure…to identify any students who may have unmet special needs." Furthermore, the school's renewal application reports "On average, 22 percent of the students at Bronx Arts have disabilities and mandated Individualized Education Programs (IEPs)." For multi-language learners, the renewal application indicates "Bronx Arts staff ask all incoming families to complete a Home Language Survey (HLS). Families who identify a home language other than English and whose English

proficiency has not been previously assessed (while enrolled elsewhere, for example), are informally interviewed in their native language and in English. If the interview suggests limited English proficiency (LEP), staff administer the New York State Identification Test for English Language Learners (NYSITELL). If results confirm a student as an ELL, staff determine where the student falls along the continuum of language development…"

- **Indicator b:** According to the New York City Department of Education, Bronx Charter School for the Arts is responsive to parent concerns during IEP meetings. The school collaborates with the CSE by providing teacher reports and entering the Present Levels of Performance and goals into the IEP. However, the school often does not do so in a timely fashion and requires reminders from the CSE. Specially designed instruction is also an area of growth for the school, as it is not evident how SDI is implemented in the school. Finally, the school sometimes requests initial referrals before providing interventions, and does not submit an Appendix B form to the CSE. The school's renewal application describes an established response to intervention (RTI) program, with tier 1 academic support provided via differentiated classroom instruction. The renewal application states "At Tier 2, students in Grades 1-8 receive targeted instruction in ELA and math two to three times each week for 45-minute intervals. Kindergarten students receive daily intervention for 20-minute periods. Interventions may range from small groups (not to exceed 6-7 students) to one-on-one targeted instruction based on the student's needs. All teachers and assistant teachers have been trained in Fountas & Pinell's Leveled Literacy Intervention (LLI) system…" Tier 3 interventions include targeted small group instruction four to five times per week. School leaders described an intervention period used to provide small group instruction to up to six students where diagnostic data was gathered in September and used to match teachers and resources to student needs. Interviewed elementary teachers said they use this period for station teaching across classrooms, including leveled reading groups for book clubs and reading intervention programs. Middle school teachers use a twice weekly skills period in ELA and math to assign targeted iReady lessons. Teachers reported that these interventions have resulted in growth in reading levels, fluency and confidence. With regards to special education, the schools renewal application describes a range of services, including "special education teacher support services (SETSS), district-provided services for occupational, physical, and speech therapy as needed, and integrated co-taught classrooms (ICT) at each grade level… Bronx Arts currently operates two sections each for K - Grade 5 and offers ICT in six of our twelve K-5 classrooms. In addition to ICT classrooms, Bronx Arts currently has two SETSS providers on-staff who provide additional instruction to K-5 students outside of class as necessary based on individual IEPs. In Grades 6-8, Bronx Arts classes continue to be differentiated and include scaffolds and supports necessary to support all learners. Bronx Arts continues to offer ICT services by staffing two sections per grade with a core class Teacher and a Special Education Teacher." Middle school support staff indicated that ICT teachers now travel with sections to provide more consistency and enable collecting more information about students to inform instruction. The renewal application also notes "Bronx Arts offers a self-contained (12:1) classroom to meet more significant student needs." Interviewed support staff described a multi-grade self-contained program with students integrated into general education physical education, lunch, community meetings and extra-curricular activities. They also noted that students in the 12:1 class major in an art like their general education peers. Mandated counseling (as well as some at-risk counseling for non-mandated students) is provided by the school's social workers and guidance counselors, and speech and occupational therapy are provided by the district; support staff indicated they are talking to another agency about remote services. For students eligible for ELL services, the renewal application describes an "ELL program that currently serves 13 percent of the school's student population and is staffed by a full-time ELL teacher. Language arts and content-area instruction are taught in English using research-

based instructional strategies." The teacher focus group described a range of strategies for supporting ELL students, including word banks, sentence starters, a Spanish to English word wall, access to translations via Chromebooks, use of reading partners, and translation of homework and letters home. School leaders also noted the introduction of DuoLingo for students new to the country. Teachers noted that intervention blocks also benefit at-level students who participate in book clubs or computer-based lessons. For gifted and advanced students, the renewal application states "The instructional schedule also provides a daily 'groups period' which dedicates time for all students to get what they need on a differentiated and individualized basis. Bronx Arts interventionists also help prepare students for the Specialized HS exam starting in middle school."

- **Indicator c:** The school provides ample opportunities for progress monitoring and collaboration**.** According to the Bronx Arts renewal application "The Bronx Arts master schedule includes time every week for teachers to collaborate on lesson plans, share performance data, and discuss instructional strategies within grade level teams and with special populations staff. This practice facilitates ongoing, proactive progress monitoring, and informs, guides, and improves instructional practice to best meet the needs of the school's most vulnerable students. Special education and ENL teachers regularly coordinate with general education teachers to ensure that instruction is appropriately differentiated, modifications and accommodations for assessments are executed with fidelity, and students experience a fully inclusive learning environment." Interviewed student support staff described regular "data dives" and indicated they evaluate performance data for growth and use observations to evaluate implementation of interventions and programs.

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

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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: Meets

Element	*Indicators*
1. *Measures of Culture, Climate, and Student Engagement*	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
2. Behavior Management and Safety	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family 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 and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the

Element	*Indicators*
	educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** The school has processes and procedures in place to address chronic absenteeism. According to the school's renewal application "the school's directors of culture, dean of students, and social workers communicate with families via phone calls and notifications through Parent Square to address all absenteeism; they also conduct home visits when the problem persists to understand the impact home environments have on students' ability to attend school regularly. These efforts have identified transportation issues as the primary challenge, as many students live outside of the DOL and are ineligible for yellow bus service; so, Bronx Arts has purchased MetroCards and rideshare gift cards to subsidize families' commutes to the school. These strategies have significantly decreased chronic absenteeism." Interviewed student support staff noted that they offer families a variety of supports, including opening the building early, and have done two home visits this year.
   - **Indicator b:** Bronx Arts has few out of school suspensions. Interviewed teachers and support staff described suspension as the last resort with many prior tiers of supports, including observations, parent meetings, behavior plans, time with the dean, and in-school suspension, before removal from the building. At the time of the renewal visit, student support staff indicated that suspensions have been trending down and this school year there had been one in-school suspension at the elementary campus and three out of school suspensions at the middle school campus. The school's renewal application indicates that "In the rare event of a student suspension, the school provides alternative instruction." School staff described the provision of two hours of instruction in the building for suspended students.
   - **Indicator c:** Bronx Arts uses a variety of surveys and internal data to measure and evaluation school climate. The school's renewal application reports "Over the course of the charter term, Bronx Arts has consistently utilized results from past NYCDOE School Surveys, NYSED CSO's anonymous online surveys, and additional internally disseminated and analyzed assessment tools to measure staff, family, and student satisfaction with the school's climate and culture."

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** Interviewed student support staff described how the school communicates behavior expectations, including parent and student orientations, the school handbook, and tours for elementary school students in Grade 5 to the middle school. According to the school's renewal application "the Bronx Arts team has developed and refined comprehensive systems and protocols to reduce student disruption and misconduct. These include behavior management and support strategies aligned to a written discipline policy that reinforces positive behavior, enhances students' character development, and helps them succeed. The school's discipline policy clearly and comprehensively outlines acceptable behaviors as well as consequences for unsafe, and therefore, unacceptable behaviors. School staff are committed to utilizing restorative

practices that provide consistent and positive recognition and feedback for meeting behavioral expectations."

- **Indicator b:** Bronx Arts continues to maintain a positive school culture with a tiered approach to behavior management. The Bronx Arts renewal application indicates "Bronx Arts continues to utilize a school-wide, tiered framework of behavioral support and intervention aligned with Positive Behavioral Interventions and Supports ("PBIS") and Responsive Classroom principles, which outlines the school's rules and expectations and ensures delivery of consistent and logical consequences." Interviewed support staff reported changing the code of conduct from three to five tiers and the addition of support resources next to consequence; they also noted the introduction of restorative practices two years ago. The teacher focus group described building relationships as preventative of misbehavior, emphasis on de-escalation, and use of restorative conversations rather than punitive consequences. Teachers also noted the constant presence of deans who know the students well. Elementary teachers also noted the use of cool down areas or calming corners in their classrooms. In response to the COVID-19 pandemic, the school enhanced its staffing. For example, the renewal application notes "the school created and enhanced several staff positions. As of the 2022-2023 school year, there are now dedicated directors of school culture at each campus, as well as a dean of students at the middle school. In collaboration with the school's social workers, these individuals provide guidance, support, and services that address personal and family circumstances and a focus on strengthening students' social/emotional learning skills and capacities, such as communication, conflict resolution, peer mediation, negotiation, and/or stress management." School leaders, support staff and teachers described the use of school virtues—collaborate, respect, own up, work hard, and be nice (CROWN)—to instill student expectations for behavior. The metaphor of "wearing the crown" was evident in classrooms and school staff indicated that all students and parents know it and teachers track crown points and recognize students for embodying the crown virtues. Middle school staff noted the elimination of a merit system and addition of a peer mediation program and a mentor program for students in need of additional support.
- **Indicator c:** During the days of the renewal visit, both campuses appeared safe; they were calm and orderly with no visible signs of disruption. According to the Bronx Arts renewal application, "The school achieves [safety] via security cameras, security guards stationed at facility entrances to require visitors complete sign in procedures, a monitored and secure reception area, and staff that patrol the campuses." According to the 2023 NYC School Survey of Families, 87 percent of respondents agreed "At this school my child is safe." According to the 2023 NYC School Survey of Teachers, 86 percent of respondents agreed "My students are safe…in the hallways, bathrooms, locker rooms, and cafeteria of this school" and 100 percent agreed "My students are safe…in my class(es)." Similarly, the 2023 NYC Survey of Students found 86 percent of respondents felt safe in their classes and 76 percent felt safe in spaces outside their classes.
- **Indicator d:** Interviewed student support staff described a variety of programs and strategies to address bullying and harassment, including restorative conversations and mediations for students and a social media workshop for families. They are also planning a cyberbullying workshop. According to the school's renewal application "All staff, regardless of their level of experience or tenure at the school, receive DASA training each year during summer pre-service professional development workshops." The school's renewal application indicates "the directors of school culture at each campus serve as the elementary and middle school DASA coordinators."
- **Indicator e:** The school's renewal application indicates Bronx Arts utilizes the Responsive Classroom approach to ensure learning environments that are conducive to learning. On the days of the renewal visits, observed classrooms were free of disruptions, and classroom environments were conducive to learning. Most students were engaged in the learning activities and most

teachers effectively re-directed students who went off task. In a number of classes students effectively participated in self-directed individual or small group learning activities with a clear understanding of expectations for engagement. The renewal application notes "The school's executive director, principals, and directors of culture conduct frequent walkthroughs and classroom observations to inform pedagogical coaching; this support includes professional development and assistance around classroom management techniques as needed to ensure instructional time is free from distractions and disruptions."

3. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school has focused on re-engaging families in the school community since the disruption of COVID-19 pandemic. The family liaison role was added to serve as the bridge between home life and school life to re-engage families post pandemic. Interviewed school leaders said they promote an open-door policy with parents and worked hard to get parents back into the building after remote learning. According to the school's renewal application "The school primarily uses Parent Square, a web-based app that disseminates mass notifications as well as communications between individual teachers and families about students' progress and needs. This app effectively centralizes communication and allows leadership to monitor the flow of information and engagement across both campuses… Classroom teachers contact families via frequent Parent Square notifications as described above that include student assessment data to ensure families remain informed about their student's strengths, weaknesses, and progress at all times." Interviewed student support staff noted that one of the deans is a professional translator and they use a call-in service to translate for families that speak languages such as French or Creole. The renewal application describes a variety of other communication strategies as well: "The school also keeps families informed through weekly community meetings every Friday that are also webcast for families that cannot attend in person, monthly parent-teacher phone calls, quarterly report cards with parent-teacher conferences, and progress reports for students receiving additional services, such English language acquisition support, reading remediation, or behavior intervention. Families of students with disabilities receive a quarterly report of progress made toward their individualized education program ("IEP") goals." Interviewed teachers described parent workshops and a men's group for fathers and student support staff noted staff versus parent basketball games and mothers' and fathers' day events. According to the 2023 NYC School Survey of Families, 97 percent of respondents had a favorable response to the statement "Language translation and interpretation are readily available for all family events at my child's school." Moreover, 98 percent of respondents agreed "My child's school communicates with me in a language that I can understand."
   - **Indicator b:** The school's renewal application describes a variety of parent engagement practices, including "surveys, phone calls, in-person and virtual events such as gallery walks, performances and showcases, parent association meetings, public board meetings, social media, and mailings. All external facing materials, including brochures, enrollment applications, and other marketing content are translated into various languages to ensure the diverse Bronx Arts community is aware of and has equitable access to information." Interviewed student support staff also indicated that school's PTA has been reorganized. According to the 2023 NYC School Survey of Families, 88 percent of respondents had a favorable response to the statement "I feel comfortable communicating with the parent's association (PA), parent teacher association (PTA), or school leadership team (SLT), etc. at my child's school" and 90 percent of respondents agreed "The principal/school leader at this school…ensures families are comfortable communicating with the school." Furthermore, 87 percent of respondents agreed "Teachers work closely with me to meet

my child's needs" and 86 percent of respondents said they attended a school meeting, school event, or parent-teacher conference.

- **Indicator c:** Bronx Arts effective solicits feedback from families. According to the school's renewal application "the school also utilizes its frequent touchpoints with families and events as opportunities to informally assess family and student satisfaction with specific programming and their school experience generally. More formally, the school also administers feedback surveys at the conclusion of each parent workshop and an annual survey to collect quantitative and qualitative data on satisfaction rates to determine trends over time. Survey results are compiled, reviewed, and analyzed at the board, leadership, and staff levels at various retreats and during professional development before school begins in August to inform decision-making about programmatic supplements or adjustments." According to the 2023 NYC School Survey of Teachers, 76 percent of respondents agreed "At this school…the principal/school leader encourages feedback through regular meetings with families and teacher leaders."
- **Indicator d:** School leaders indicated during the renewal visit that they have helped families with a variety of issues, including food, clothing and transportation, and respond to family concerns. According to the school's renewal application, "Bronx Arts has a systematic and transparent process for responding to family or community concerns. To accomplish this, the school's executive director and principals make themselves regularly available to all stakeholders, immediately address any family or community concerns, and resolve the situation swiftly. This open-door approach supports positive outcomes for families, students, and the school." According to the 2023 NYC School Survey of Families, 91 percent of respondents were satisfied with "The response I get when I contact this school." According to the 2023 NYC School Survey of Families, 70 percent of respondents agreed "I see feedback from parents/guardians put into action at this school."
- **Indicator e:** Bronx Arts shares performance data with stakeholders. The school's renewal application reports that Bronx Arts posts its NYSED School Report Card on its website and celebrates student accomplishments via press releases to local news media, a school newsletter, and active social media accounts.
- **Indicator f:** The school's renewal application indicates "Bronx Arts openly shares quantitative and qualitative evaluations of school performance by linking to state and authorizer documentation on its website and through additional materials shared during board meetings open to the public. This includes data on its New York State exam participation rate compared to the district of location."

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a:** Bronx Arts has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. The school uses morning meetings and weekly community meetings to celebrate students and "make school special." According to the school's renewal application "A cornerstone of SEL development for all students is a daily advisory period. In the elementary grades, teachers utilize lessons from the Flying Five curriculums, which target skills and topics around emotion management, situational awareness, and healthy habits in developmentally appropriate ways. In the middle school grades, teachers use restorative circles and teacher-created resources in daily advisory periods. Students who require additional, targeted social emotional support participate in small group sessions with social workers; students who have been identified as at-risk can also receive individualized sessions with guidance counselors and external services as needed. In a highly inclusive approach to SEL that seeks to strengthen family function in these areas as well, school leaders and staff also present workshops for students' families…" In addition, teachers noted that social emotional learning topics are

incorporated in the curriculum; for example, novel studies often address social emotional topics. At the middle school, teachers loop with their advisory group for three years, allowing them to build strong relationships with students and promote their social emotional well-being.

- **Indicator b:** School leaders collect and use data to track the social-emotional needs of all students. Interviewed school staff and leaders described collecting a variety of social-emotional data, including attendance and referrals. Staff reported putting together a student survey that they plan to administer two times per year to identify needs and evaluate support. The school's renewal application also indicates "The school's deans utilize a Google-form-based referral tracker that populates data monthly to track trends. Some Bronx Arts staff members have also used a software/mobile app, Kickboard, to collect and analyze data on students' social-emotional needs, as well as store anecdotal notes in PowerSchool."
- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. Interviewed school leaders described collecting and using a variety of social emotional data to evaluate and inform programming. For example, a culture team monitors attendance data. The school's renewal application states "Bronx Arts staff collect and utilize data to gauge the efficacy of existing programmatic supports such as advisory and counseling in the aggregate, as well as make determinations regarding action steps for specific students… For example, we have provided targeted coaching for teachers on responsive classroom management strategies, made decisions regarding the frequency or group size for counseling, identified other support services, started or discontinued the use of a behavior tracker, scheduled lunch meetings with teachers, students, and/or leaders, made home visits, and deployed additional resources to add staffing…"
- **Indicator d:** Bronx Arts trains teachers to meet the social emotional needs of its students. The school's renewal application states "early elementary teachers participate in a series of workshops on the Flying Five curriculum and middle school teachers partake in sessions focused on students' self-esteem, strategies for adolescents dealing with pressures, social media awareness, and effective communication styles. Bronx Arts also provides workshops for both staff and families on emerging topics such as the dangers of local gangs and marijuana use." According to the 2023 NYC School Survey of Teachers, 74 percent of respondents agreed "I am able to...receive support around how to incorporate students' cultural and linguistic backgrounds in my practice."
- **Indicator e:** Interviewed student support staff described maintenance of a McKinney-Vento list (about 85 students at the time of the renewal visit) and support for families, including provision of uniforms and turkeys during the holiday season. In addition, through a grant they purchased a washing machine to help families by cleaning their students' uniforms. Washing machines are located on each campus. According to the school's renewal application "Elementary and middle school social workers meet at least monthly to collaborate with family liaisons to strategize around meeting families' needs, such as support with housing documents, filing applications, recertification, food, and covering all school-related purchases. The elementary school social worker serves as the Bronx Arts McKinney-Vento Coordinator."

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

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 financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Bronx Charter School for the Arts' 2022-2023 composite score is 3.00.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	2.27
2019-2020	2.31
2020-2021	3.00
2021-2022	3.00
2022-2023	3.00

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.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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:

NYSED CSO reviewed Bronx Charter School for the Arts' 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify 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 utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The Bronx Arts board has evaluation processes in place for itself and school leadership. The school's renewal application indicates "Through an ongoing relationship with BoardOnTrack, board members complete an annual self-evaluation to assess their individual and collective capacity and performance. The BoardOnTrack platform generates an annual

comprehensive assessment of the strengths and weaknesses of the board's governance practices. Results have informed standing committees, their membership, the recruitment of additional board members with specific skills, and board training topics." Interviewed board members indicated that evaluation revealed the need for clearer committee goals. With regards to leadership evaluation, the renewal application states "The board evaluates the school's executive director approximately twice per year. Considering the executive leadership transition last year, the board internally customized its existing BoardOnTrack annual evaluation tool to reflect shifting areas of emphasis in alignment with the new executive director's strong instructional background…" Review of the leader evaluation tool revealed a detailed rubric incorporating information from the board, staff and leader.

- **Indicator b:** Bronx Arts board possesses members with a variety of skill sets and experience relevant to charter school governance, including finance, business, education, and real estate. The board has 12 members and includes a non-voting parent. Interviewed board members indicated they would like to see more arts experience represented on the board. While the board has remained relatively stable, when openings arise the renewal application indicates a committee "reviews the board's current skills matrix to identify gaps needed to complement the existing membership." Board members noted a nominations' committees with an organization to identify potential new members.
- **Indicator c:** The Bronx Arts board is providing active oversight. During the board focus group members acknowledged rocky performance during the charter period and explicit focus on academic improving achievement. They attributed problems to some unsuccessful hires and the challenges of COVID-19 pandemic. Board members described monitoring a variety of data, including student performance, staffing, enrollment, and surveys, and using results to drive oversight. Similarly, the school's renewal application states "board members analyze a robust data dashboard to stay abreast of school performance and use positive and negative trends to adjust resource deployment and other types of support." Current school leadership describe the board as supportive and engaged. The board chair has a weekly meeting with the school's executive director and the school's renewal application reports "The board fulfills its oversight responsibilities through regular review of key documents, a comprehensive data dashboard, and leader updates during its monthly meetings in compliance with the provisions of the Open Public Meetings Act… Board members also maintain an active role in the Bronx Arts school community by attending events and connecting students and families to community resources and partnerships. This regular participation provides robust qualitative data about the experiences of staff, students, and their families." Board members reported using committees to conduct oversight, including academic program, finance, development and communication, and a new executive committee comprised of board officers that meets regularly with the school's executive director.
- **Indicator d:** The school's board engages in strategic planning. Interviewed school leaders reported the board set a tone of urgency with regards to academic achievement and also set priorities for achieving compliance goals, e.g., teacher certification. According to the school's renewal application "In 2021, Bronx Arts again engaged Bellwether Partners to complete a comprehensive strategic planning process." Interviewed board members also described ongoing conversations about the school's budget and plans for fundraising and partnerships.
- **Indicator e:** According to the school's renewal application "Bronx Arts policies are reviewed on an annual, or more frequent, basis as needed. Board members lead the policy reviews aligned with their committee assignments and professional expertise and are supported by retained legal counsel…" Interviewed board members corroborated a regular cycle for policy review.

- **Indicator f:** The school's renewal application indicates "The board receives regular professional guidance and training from governance experts including BoardOnTrack and Paul O'Neill and participates in virtual workshops through the NY-RISE program."
- **Indicator g:** According to the school's renewal application "Bronx Arts retains the services of an experienced education law and governance expert to keep the school apprised of changes to applicable laws and regulations applicable to charter schools and non-profit boards." In addition, board members indicated they rely on legal expertise in areas including contracts, human resources and employment.
- **Indicator h:** The school's renewal application states "Each member of the Bronx Arts board is familiar with the CSO's Performance Framework; it is regularly referenced during board meetings to benchmark progress and absolute performance data."

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.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.

Element	*Indicators*
3. Contractual Relationships (if applicable)	b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improved stability in leadership, and the establishment of a unified school culture among stakeholders.

1. Element: School Leadership:
    - **Indicator a:** Since the midterm site visit when the school suffered from staffing instabilities, Bronx Arts has put in place a relatively new but experienced leadership team, a number of whom started within the last year. The Bronx Arts executive director oversees elementary and middle school principals, who each work with a director of curriculum and instruction and a director of school culture. The leadership team also includes an arts director. The renewal application indicates "Starting in the 2021-2022 school year, the school had dedicated directors of school culture at each campus, as well as a dean of students at the middle school." The renewal application also notes that over the charter term "Bronx Arts has developed significant capacity on both the instructional and operational sides, especially regarding several new staff additions with tremendous expertise…"During the midterm site visit, the principals described efforts to collaborate, communicate and build a unified culture. Focus groups, during the renewal site visit with leaders and staff demonstrated clear understanding of leadership roles and responsibilities and delegation of duties. School leaders described their ongoing effort to reset school culture and increase urgency around academic achievement. For example, leadership focus groups revealed that instructional leaders conduct weekly team walk-throughs on both campuses to norm expectations. They have also developed a Bronx Arts Handbook to concretize expectations. According to the 2023 NYC School Survey of Teachers, 88 percent of respondents agreed "The principal/school leader at this school...makes clear to the staff their expectations for meeting instructional goals." In addition, 98 percent of respondents agreed "The principal/school leader at this school...sets high standards for student learning."
    - **Indicator b:** The school has effective communication and decision-making systems in place. Bronx Arts operates on two campuses, which were found to be somewhat disconnected during the midterm site visit. Interviewed school leaders described efforts to unite the two staffs through regular shared meetings and trainings. They also noted regular examination and discussion of student performance data to focus staff on common priorities. In addition, teachers noted the use of the remind app to send messages to all staff. The leadership teams at each campus meet regularly among themselves and with the executive director of the overall school. In addition, school leaders reported that the leadership team conducts weekly walk-throughs to monitor culture and program implementation and norm expectations. With numerous changes implemented by the new leadership team, interviewed teachers reported the administration has been open to their feedback, such as suggestions for curriculum modifications.
    - **Indicator c:** With the leadership turnover in the middle of the charter term, the school experienced some staff attrition as the new leadership team raised expectations for performance.

However, school leaders indicated most teachers stayed and received substantial training and support to improve. At the time of the renewal site visit, school leaders said the school was fully staffed with the exception of one Grade 3 teacher, one Grade 8 ICT teacher, and one social worker position, which were being covered by other staff and school leaders. According to the school's renewal application "the school attempts to hire teachers with a high degree of subject area competence as well as a deep commitment to lifelong learning and collaboration, alignment with the school's mission and the ability to skillfully infuse creativity, joy and wonder into their classrooms." The renewal application reports "the Bronx Arts board and leadership team utilize well-established partnerships with local colleges of education to recruit and hire high-quality teacher candidates. Staff vacancies are also posted on popular employment websites such as Indeed and Idealist. The school's executive director also leverages her personal and professional networks, as well as those of the principals and existing teachers, to source experienced personnel with a demonstrated commitment to the Bronx Arts mission, vision, and key design elements." School leaders noted partnerships with Relay Graduate School and Monroe College, and they would like to develop more pipelines for recruiting teachers. With regards to staff retention, the renewal application states "To retain effective staff members, the school offers competitive salaries and benefits packages with annual cost of living increases; professional development opportunities and individualized pedagogical coaching, which may include support to secure certification as needed; community partnerships to support classroom content; and a uniquely rewarding, arts-integrated work environment. Staff salaries are benchmarked primarily upon educational attainment and experience, though each employee is eligible for a performance-based discretionary increase if funds are available." In addition, Bronx Arts has processes in place to address underperforming staff. For example, the renewal application notes "When staff members struggle to meet the school's performance expectations, the appropriate principal develops an individualized improvement plan with clear action steps and a timeframe for measurable improvement; if they fail to demonstrate adequate progress to fulfill their role and meet the needs of students, they may be dismissed or not offered a position for the following year."

- **Indicator d:** The school's renewal application describes leadership's familiarity with and use of NYSED Charter School Performance Framework standards. "These are regularly referenced during board meetings, staff meetings, and during data analysis meetings to maintain a sense of collective urgency towards meeting and exceeding expectations."

2. Element: ***Professional Climate:***
   - **Indicator a:** The school has a clear organizational chart with defined roles distributed across and within the two school campuses. The school leader is the executive director who reports directly to the school's board of trustees and supervises all other leaders and staff in the school. Moreover, the renewal application notes "The role of each staff member…are memorialized in their job descriptions and reinforced through professional, job-embedded coaching and evaluation practices."
   - **Indicator b:** According to the school's renewal application, "School leaders provide professional development during summer pre-service, professional learning community meetings, and weekly staff meetings on extended days throughout the school year… Every teacher and staff member receives individualized coaching to strengthen their instructional delivery, effective classroom management, and role functionality. The instructional leadership team provides a variety of schoolwide, grade level, and content/functional area professional development workshops throughout the school year; leaders also spend significant portions of each day in classrooms and in various staff meetings to provide direct feedback on planning and execution to improve

practices. For example, as part of their work nurturing school culture and managing student discipline systems, the deans of students aid teachers in developing and using effective responsive classroom management techniques with fidelity, and identifying effective strategies for individual students with more intensive socio-emotional and/or behavioral needs; and the school's art director helps to build teachers' understanding of the national arts standards and supports their integration of arts objectives and content in a cross-curricular way." During focus groups school leaders described deliberate professional development over the last year, including analyzing lesson plans and videotaping instruction. They also retrained their elementary teachers on phonics instruction. In addition, both the elementary and middle school leaders invest heavily in observation and coaching. Interviewed instructional leaders described regular observation with data trackers, modeling, coaching, and feedback. According to the 2023 NYC School Survey of Teachers, 77 percent of respondents agreed "The principal/assistant principal(s) at this school…supports teachers in implementing what they have learned in professional development."

- **Indicator c:** Bronx Arts has operations staff in place. The renewal application reports "With the support of the school's director of operations, operations managers oversee all aspects of the facility, attend to the logistical needs of staff, and minimize distractions from the core business of teaching and learning at both campuses."
- **Indicator d:** Bronx Arts promotes collaboration in a variety of ways, including regular grade team meetings, cross grade meetings, and check-ins between general education and STEAM teachers. The school also employs a team teaching approach supported by collaborative planning. For example, the renewal application notes "In ICT classrooms, special education and general education co-teachers collaborate daily to plan instruction, lessons, and units for all students." Interviewed school leaders reported that core teachers share class overviews with specials teachers to foster connections with literacy across the curriculum. According to the school's renewal application "The Bronx Arts master schedule includes time every week for teachers to collaborate on lesson plans, share performance data, and discuss instructional strategies within grade level teams and with special populations staff…teachers' weekly schedules include grade team meetings several times per week, which are facilitated by a combination of DCIs and Grade team leaders. During these meetings, leaders support teachers in reviewing data, launching units, collaborative planning, and rehearsing lessons prior to execution. In all, Bronx Arts teachers have between 420-450 minutes per week, or 7.5 hours, of formal, scheduled opportunities for planning and collaboration." The renewal application also notes "Elementary and middle school social workers meet at least monthly to collaborate with family liaisons to strategize around meeting families' needs…" According to the 2023 NYC School Survey of Teachers, 79 percent of respondents agreed "At this school…the principal/school leader, teachers, and staff collaborate to make this school run effectively."
- **Indicator e:** Bronx Arts employs teacher evaluation protocols. According to the school's renewal application "school leadership utilizes the Kim Marshall's Teacher Evaluation Rubric (Marshall Rubric). Leaders also consider classroom observations, student growth, and proficiency rates in assessing overall teacher performance." Interviewed middle school teachers described regular observation and feedback using a school designed rubric and formal mid-year evaluation. Elementary teachers also described regular observation using a checklist and feedback in the form of glows and grows. Teachers also noted the school's director of arts provides them with feedback as well. According to the 2023 NYC School Survey of Teachers, 80 percent of respondents agreed "The principal/assistant principal(s) at this school…provides teachers with formative feedback to improve practice."
- **Indicator f:** The school has mechanisms to solicit teacher and staff feedback. According to the school's renewal application "Each year, Bronx Arts solicits teachers' feedback through

anonymous surveys, often after professional development sessions or staff meetings, to gauge their levels of satisfaction with the support being provided as well as any ideas for future topics or process improvements. In addition, the executive director and principals subscribe to an 'open door' policy that encourages teachers and staff to communicate their successes, challenges, and needs through daily or weekly conversations." Focus groups during the renewal visit corroborated leadership's openness, with teachers noting receptiveness to their input into curricular changes.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** n/a
   - **Indicator b:** There was no discussion during focus groups as to how the school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

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, including in public-facing materials. 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:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** The Bronx Arts renewal application indicates the mission and key design elements "are continually reinforced through frequent conversations, schoolwide communications, and professional development activities." Focus groups with school leaders and staff all demonstrated familiarity with and commitment to the school's mission and key design elements. The school has a robust arts program in place, which is incorporated into the elementary curriculum. In the middle school, students in Grade 6 encounter all four arts disciplines and then major in one in subsequent grades.
   - **Indicator b:** Bronx Arts continues to implement the key design elements in its charter:
     - Creativity: During focus groups school leaders described intentional arts integration, including the requirement of arts in lesson planning across the curriculum. They described the arts as a "living breathing piece of everything" at the school. School leaders also noted that some adopted curriculum, e.g., Wit and Wisdom, already incorporates arts, and students use drawing and sketching strategies in math. In addition, the school has established a robust arts program, providing ample opportunities for visual and performative arts exploration, including dance and a student anchored news program.
     - Critical Thinking: The school continues to refine its curriculum, replacing ineffective programs and resources with demonstrated growth on state tests. There was also evidence of rigorous learning activities and questioning in observed classroom instruction.
     - Continued Learning: With the implementation of new curriculum, school leadership has made professional development a priority. Teachers receive regular observation and feedback, and the school provides numerous opportunities for training, coaching and reflections.

- Collaboration, Communication & Community: The new school leadership team has implemented a variety of communication strategies, including grade team, campus and school-wide meetings. The school also uses the arts to bring students, staff and families together for performances and celebrations of student learning and achievement.

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. High schools are meeting persistence rates commensurate with the NYSED target.

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:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Target are met:***
   - **Indicator a:** Over the past three years, the school has met their overall enrollment obligation and is currently, 2022-2023, at 95 percent of their contracted enrollment. Over the charter term, the school has consistently approached or exceeded the DOL in subgroup enrollment for SWD, ELL, and ED populations and is currently -2 percentage points below the DOL for SWD, -5 for ELL, and +1 for ED students. With respect to student retention, Bronx Arts closely approaches the DOL retention rates for all students and each subgroup.

2. Element: ***Targets are not met:***
   - **Indicator a:** n/a
   - **Indicator b:** The school's renewal application indicates "the school staffs Open House events and tours with translators to share information on programs and offerings." "The school canvasses in predominantly low-income neighborhoods by visiting day care centers and pre-k schools, visiting mosques and churches, and setting up information booths at laundromats and in supermarkets."

"To recruit students with disabilities effectively, Bronx Arts has identified and built relationships with local daycare centers, early childhood centers, clinics and service providers that work with the families of students with disabilities." ELL: "Additional specific efforts including placing multilingual advertisements in local media including newspapers, websites and radio which impart details of the school program including information on the programs for ELL, students with disabilities and economically disadvantaged students; distributing multilingual brochures, enrollment applications and other marketing materials with community partners and local businesses; direct mail campaigns to all households in the surrounding communities with school-aged children; canvassing neighborhoods including intentionally targeting housing complexes with high concentrations of ELL and economically disadvantaged students; hosting multilingual open house events and virtual events to share information on the school programs and conduct tours of the school in multiple languages; and conducting targeted outreach to local pre-school and daycare providers as well as community partners."

- **Indicator c:** According to the school's renewal application "With support from administrative and operations staff who meticulously track of all recruitment-focused engagement activities taking note of the date, time, location, and other pertinent details of each community, business, organization, and housing development visited or mailed, leaders evaluate the relative strengths and weaknesses of each channel based on the number of students who ultimately entered the school's lottery each Spring."

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school having persistent compliance issues regarding the total number and categorization of uncertified teachers.

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has some exceptions in its record of compliance with applicable State and federal laws and regulations and the provisions of its charter. Analysis of the faculty/staff roster submitted with the school's 2022-2023 Annual Report and subsequent follow-up with the school identified three employees who had worked at the school during the 2022-2023 school year without ever having been granted fingerprint clearance. Additionally, the school has a consistent history through 2022-2023 of allowing new hires to begin working at the school prior to receiving fingerprint clearance. According to the school's renewal application "Under new and stabilized leadership at the end of the charter term, Bronx Arts has invested significant capacity in ensuring

its compliance with all relevant laws, regulations, and specifications of its charter agreement, and in developing sustainable systems to ensure the maintenance of this status." School leaders indicated that they have worked with financial and operations staff to create a compliance calendar to identify compliance due dates and ensure timely submissions.

- **Indicator b:** The school received a Notice of Deficiency regarding teacher certification in May 2021. Analysis of the faculty/staff roster submitted by the school with their 2022-2023 Annual Report and subsequent follow-up with the school showed 36 of the 75 teachers reported did not have certification. This exceeds the statutory allowance of 15. The new leadership team at Bronx Arts is addressing the Notice of Deficiency and Request for Corrective Action Plan regarding the total number and categorization of uncertified teachers.
- **Indicator c:** School leaders and board members are aware of the school's teacher certification issues and in focus groups described deliberate strategies to increase the number of certified teachers, including subsidizing teachers' graduate school tuition and fees. The school's renewal application indicates "Bronx Arts has engaged the services of the New York City Charter School Center's Teacher Certification Team for technical assistance in navigating the challenges named in the CSO's 2021 Notice of Deficiency. With this support, as well as the board's deployment of additional financial resources to ease the burden of certification costs on early career teaching professionals through a partnership with the Relay Graduate School of Education, Bronx Arts has created pathways for all teachers to achieve the appropriate certification with four projected to do so by November 2023 and another six certified by November 2024." School leadership reported it has met with each uncertified teacher about their paths to certification and developed a plan. School leaders said they will continue to work with the New York Charter School Center and have a new partnership with an NYU program for arts teachers.
- **Indicator d:** According to the school's renewal application, "no formal revisions have been implemented and none are currently being requested or under review."
- **Indicator e:** During the term of the current charter, the school has maintained sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement for both overall and subgroup enrollment.
- **Indicator f:** The school seeks guidance from legal counsel. According to the school's renewal application "The school has renewed its retainer agreement with its education law and governance expert to provide specialized compliance guidance as well as to ensure all policies and systems are in compliance with the most recent changes to state and federal law and authorizer requirements. As of the date of the submission of the renewal application, all policies (e.g., student discipline policy) have been updated and are appropriately posted on the Bronx Arts website for accessibility and transparency for all stakeholders."

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
BRONX CHARTER SCHOOL FOR THE ARTS	320800860846	593

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 8
Total Public School Enrollment of Resident Students attending Charter Schools:	24%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-8
Address:	950 LONGFELLOW AVE, BRONX, NY, 10474
Website:	www.bronxarts.net
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2003
Authorizer:	REGENTS
CEO:	MS. KATHY ORTIZ
CEO Phone:	646-634-4849
CEO Email:	kortiz@bronxarts.net
BOT President:	MS. BARBARA SCOTT
BOT President Phone:	718-893-1042
BOT President Email:	bhscott@me.com
Institution ID:	800000055808

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

BoR Charter School Office Information

Regional Liaison:	Latoya Johnson
Performance Framework:	2019
Current Term:	07/01/20 - 06/30/24
2019-2020	Renewal
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BRONX CHARTER SCHOOL FOR THE ARTS

Bronx CS for the Arts			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	Beginning With Children CS II	-7	-31	-28	.
		Bronx Academy of Promise CS	-13	-16	-28	.
		Global Community CS	+3	-12	-35	.
		Harvey Austin School #97	+33	+18	+17	.
		Hurlbut W Smith K-8 School	+24	+21	+11	.
		John F Hughes ES	+22	+6	-4	.
		KIPP NYC Washington Heights Academy CS	+5	-11	-1	.
		Las Hermanas Mirabal Community School	+13	+6	-20	.
		Marva J Daniel Futures Preparatory School	+27	+19	+22	.
		Mott Haven Academy CS	+7	0	-22	.
		PS 178 Saint Clair Mckelway	+27	+20	+4	.
		PS 211	+19	+8	+12	.
		PS 43	+26	+18	-1	.
		PS/IS 45 Horace E Greene	+6	+7	-21	.
		Pave Academy CS	+10	-1	-7	.
		Rise Community School	+40	+22	+21	.
		School 33-John James Audubon	+31	+21	+22	.
		Mean	+16	+6	-3	.
	+/- 7.5	Bronx CS for Children	+3	-2	-9	.
		Brooklyn Dreams CS	-2	-6	-6	.
		Cesar E Chavez School	+12	+8	+1	.
		Explore Exceed CS	+5	-3	-4	.
		Frazer K-8 School	+29	+21	+21	.
		Harlem Hebrew Language Academy CS	+9	+9	+12	.
		Hyde Leadership CS - Brooklyn	+8	+5	-3	.
		KIPP Bronx CS II	-13	-19	+49	.
		KIPP Bronx CS III	+3	+5	+16	.
		KIPP Freedom CS	-10	-7	-2	.
		Kernan ES	+21	+8	-15	.
		PS 189 Bilingual Center (The)	-11	-12	-31	.
		PS 214	+18	+14	+13	.
		PS 288 Shirley Tanyhill (The)	+22	+15	+19	.
		PS 3 Raul Julia Micro Society	0	+9	+1	.
		PS 37 Multiple Intelligence School	+12	+9	+6	.
		PS 59 Dr Charles Drew Science Magnet	+28	+17	+14	.
		PS 76 A Phillip Randolph	+25	+24	+18	.
		PS/MS 29 Melrose School	+19	+16	+3	.
		PS/MS 31 William Lloyd Garrison (The)	+18	+8	+10	.
		PS/MS 4 Crotona Park West	+14	+2	-17	.
		Pfc William J Grabiarz #79	+25	+18	+17	.
		Roberts K-8 School	+31	+20	+6	.
		School 16	+6	-2	-14	.
		School 23	+26	+7	-1	.
		School 9	+23	+12	-17	.
		South Bronx Classical CS II	-41	-63	-51	.
		Thomas Jefferson ES	+18	+1	-12	.
		William Boyce Thompson School	+4	+5	-24	.
		Mean	+10	+4	0	.
	+/- 10	Academic Leadership CS	-27	-28	-39	.
		Albany ES	+7	-11	-20	.
		Amber CS Kingsbridge	-8	-11	-32	.
		Bedford Stuyvesant New Beginnings CS	-26	-28	-18	.
		Bronx Community CS	+7	+5	+9	.
		Bronx Global Learning Institute for Girls CS, the Shirley	+4	+12	+14	.
		Brooklyn Scholars CS	-7	-2	-8	.
		Build Community School	+29	+18	+14	.
		CS of Inquiry	+32	+16	+4	.
		Central Brooklyn Ascend CS	-17	-23	-49	.

Benchmark 1 - Indicator 1: Similar Schools Comparison

		Citizenship and Science Academy of Syracuse CS	+24	+15	+24	.
		Community School #53	+33	+21	+16	.
		Discovery CS	-3	-24	-32	.
		Dr Lydia T Wright Sch of Excellence	+30	+19	+38	.
		Dream CS Mott Haven	-4	-3	+49	.
		Edward Williams School	+22	+14	-23	.
		Eugenio Maria De Hostos Microsociety School	+2	-5	-23	.
		Explore CS	-19	-14	-23	.
		Explore Empower CS	+1	-5	+9	.
		Explore Excel CS	+8	-2	-2	.
		Future Leaders Institute CS	+2	-1	-1	.
		General Herkimer ES	+14	-2	-30	.
		Grand Concourse Academy CS	-17	-26	-27	.
		Grimes School	+16	+5	-2	.
		Harbor Science and Arts CS	+4	+9	-4	.
		Highgate Heights	+25	+17	+25	.
		Huntington K-8 School	+21	+11	+5	.
		James Weldon Johnson School	+14	+10	+15	.
		Joseph C Wilson Foundation Academy	+27	+19	+23	.
		KIPP Star College Prep CS	-16	-21	-23	.
		Lovejoy Discovery School #43	+27	+16	+2	.
		MS 394	+24	+19	+11	.
		Morse Young Magnet School	+24	+15	-5	.
		New World Preparatory CS	+3	-2	+6	.
		PS 108 Assemblyman Angelo Del Toro Educational Con	+14	+14	+16	.
		PS 109	+1	+2	-23	.
		PS 111 Jacob Blackwell	+25	+14	+7	.
		PS 149 Sojourner Truth	+26	+18	+22	.
		PS 27 Hillery Park Academy	+25	+13	-4	.
		PS 315 Lab School	-5	0	-1	.
		PS 375 Jackie Robinson School	+31	+21	-11	.
		PS 41 Francis White	+20	+16	+14	.
		PS 69 Houghton Academy	+19	+10	-7	.
		PS 7 Samuel Stern	+14	+15	+8	.
		PS 74 Hamlin Park - Claude and Ouida Clapp Academy	+23	+9	+12	.
		PS 89	+9	+7	+1	.
		PS/IS 323	+24	+17	+23	.
		PS/MS 194	+6	-4	-4	.
		Riverside School for Makers and Artists (The)	+19	+8	-15	.
		School 17	+26	+15	-3	.
		School 42-Abelard Reynolds	+35	+19	+6	.
		School 8-Roberto Clemente	+38	+23	+25	.
		Southside Academy CS	+13	+12	+5	.
		Southside ES	+23	+11	+15	.
		Success Academy CS-Bronx 2	-26	-48	+49	.
		Success Academy CS-Harlem 2	-26	-60	+49	.
		Washington Heights Academy	-22	-25	-29	.
		Watson Williams ES	+19	+3	-12	.
		West Buffalo CS	+5	-6	-15	.
		Mean	+10	+2	+1	.
		Mean	+11	+3	-0	.

**See NOTES (1) and (11).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BRONX CHARTER SCHOOL FOR THE ARTS

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

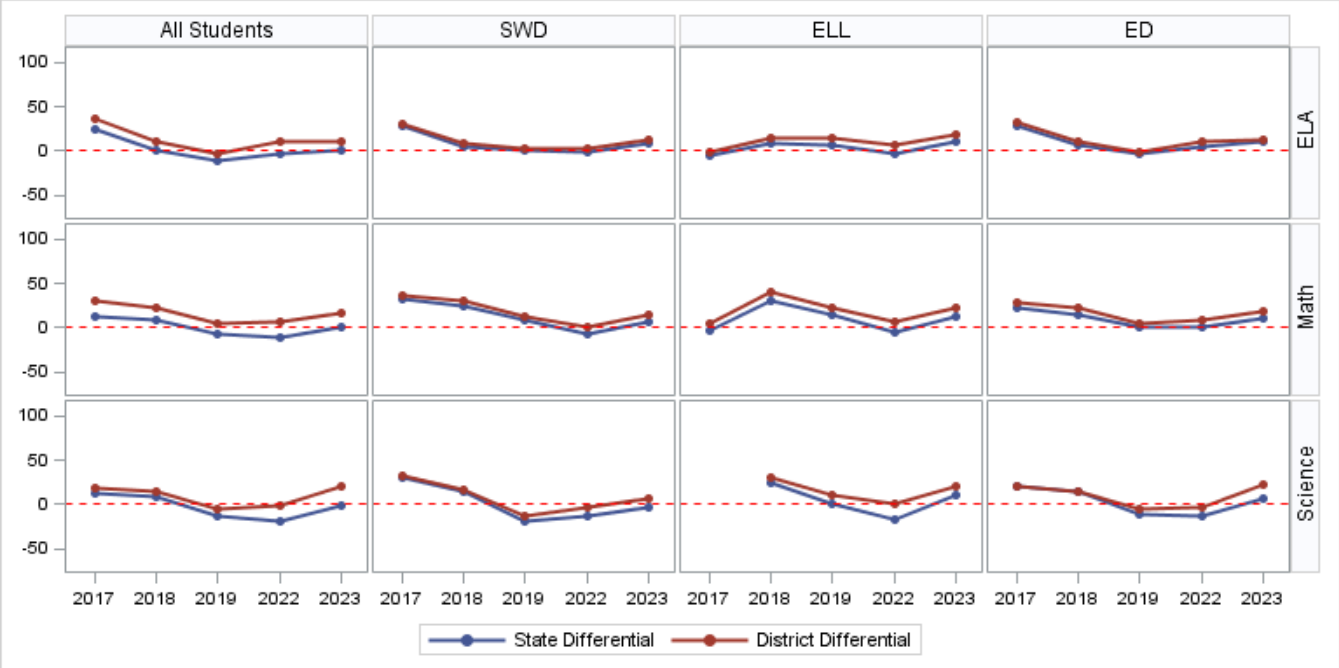
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Bronx CS for the Arts	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	62%	38%	80%	56%	61%	54%	60%	57%
2017-2018	46%	37%	42%	43%	51%	44%	58%	46%
2018-2019	37%	16%	22%	35%	47%	28%	41%	45%
2021-2022	63%	32%	43%	62%	34%	12%	28%	34%
2022-2023	65%	53%	63%	63%	73%	62%	64%	72%

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

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Bronx CS for the Arts and NYC CSD 8



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

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

		ELA					Math					Science				
		Bronx CS for the Arts	NYC CSD 8	District Differential	NYS	NYS Differential	Bronx CS for the Arts	NYC CSD 8	District Differential	NYS	NYS Differential	Bronx CS for the Arts	NYC CSD 8	District Differential	NYS	NYS Differential
All Students	2016-2017	62%	26%	+36	38%	+24	57%	27%	+30	44%	+13	98%	80%	+18	86%	+12
	2017-2018	46%	35%	+11	46%	0	56%	33%	+23	48%	+8	98%	84%	+14	89%	+9
	2018-2019	35%	38%	-3	46%	-11	43%	38%	+5	50%	-7	72%	78%	-6	86%	-14
	2021-2022	44%	34%	+10	47%	-3	28%	21%	+7	39%	-11	49%	50%	-1	69%	-20
	2022-2023	49%	38%	+11	48%	+1	52%	36%	+16	51%	+1	47%	26%	+21	48%	-1
SWD	2016-2017	41%	10%	+31	13%	+28	50%	13%	+37	18%	+32	100%	67%	+33	69%	+31
	2017-2018	23%	15%	+8	18%	+5	47%	17%	+30	22%	+25	90%	74%	+16	75%	+15
	2018-2019	17%	14%	+3	17%	0	29%	16%	+13	20%	+9	50%	63%	-13	69%	-19
	2021-2022	14%	11%	+3	16%	-2	7%	7%	0	14%	-7	32%	35%	-3	46%	-14
	2022-2023	27%	15%	+12	19%	+8	30%	15%	+15	23%	+7	21%	15%	+6	25%	-4
ELL	2016-2017	10%	11%	-1	15%	-5	20%	16%	+4	23%	-3	.	.	.	.	.
	2017-2018	36%	21%	+15	28%	+8	64%	24%	+40	34%	+30	100%	69%	+31	75%	+25
	2018-2019	35%	21%	+14	28%	+7	48%	26%	+22	34%	+14	73%	63%	+10	73%	0
	2021-2022	26%	19%	+7	29%	-3	19%	13%	+6	25%	-6	32%	31%	+1	50%	-18
	2022-2023	40%	21%	+19	29%	+11	46%	23%	+23	34%	12	33%	12%	+21	22%	+11
ED	2016-2017	56%	24%	+32	28%	+28	54%	25%	+29	32%	+22	100%	79%	+21	80%	+20
	2017-2018	43%	33%	+10	36%	+7	52%	30%	+22	37%	+15	98%	83%	+15	84%	+14
	2018-2019	33%	35%	-2	36%	-3	40%	36%	+4	39%	+1	70%	76%	-6	81%	-11
	2021-2022	42%	31%	+11	37%	+5	28%	19%	+9	28%	0	45%	48%	-3	59%	-14
	2022-2023	48%	35%	+13	38%	+10	51%	33%	+18	40%	+11	46%	24%	+22	40%	+6

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		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	Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2017	69%	30%	+39	43%	26	55%	30%	+25	49%	+6	.	.	.	.	.
	2018	57%	39%	+18	51%	+6	69%	41%	+28	54%	+15	.	.	.	.	.
	2019	53%	44%	+9	52%	1	63%	44%	+19	55%	+8	.	.	.	.	.
	2022	37%	29%	+8	46%	-9	43%	29%	+14	48%	-5	.	.	.	.	.
	2023	39%	31%	+8	45%	-6	49%	41%	+8	54%	-5	.	.	.	.	.
Grade 4	2017	58%	29%	+29	41%	17	55%	26%	+29	43%	+12	98%	80%	+18	86%	+12
	2018	46%	37%	+9	48%	-2	48%	33%	+15	48%	0	98%	84%	+14	89%	+9
	2019	35%	38%	-3	48%	-13	47%	36%	+11	51%	-4	72%	78%	-6	86%	-14
	2022	27%	25%	+2	42%	-15	15%	21%	-6	43%	-28	51%	66%	-15	80%	-29
	2023	45%	39%	+6	49%	-4	43%	37%	+6	54%	-11	.	.	.	.	.
Grade 5	2017	57%	24%	+33	36%	21	62%	30%	+32	43%	+19	.	.	.	.	.
	2018	35%	28%	+7	37%	-2	51%	30%	+21	44%	+7	.	.	.	.	.
	2019	28%	32%	-4	38%	-10	32%	38%	-6	46%	-14	.	.	.	.	.
	2022	19%	24%	-5	38%	-19	8%	24%	-16	37%	-29	.	.	.	.	.
	2023	42%	35%	+7	45%	-3	54%	36%	+18	50%	+4	.	.	.	.	.
Grade 6	2019	31%	37%	-6	47%	-16	38%	34%	+4	47%	-9	.	.	.	.	.
	2022	59%	42%	+17	57%	2	38%	20%	+18	39%	-1	.	.	.	.	.
	2023	43%	34%	+9	46%	-3	49%	35%	+14	48%	+1	.	.	.	.	.
Grade 7	2022	45%	39%	+6	48%	-3	24%	17%	+7	36%	-12	.	.	.	.	.
	2023	60%	38%	+22	48%	+12	54%	36%	+18	52%	+2	.	.	.	.	.
Grade 8	2022	57%	42%	+15	50%	+7	35%	17%	+18	27%	+8	48%	32%	+16	50%	-2
	2023	55%	49%	+6	56%	-1	59%	31%	+28	43%	+16	47%	26%	+21	48%	-1

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		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	Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2017	44%	12%	+32	15%	+29	56%	14%	+42	22%	+34	.	.	.	.	.
	2018	21%	17%	+4	24%	-3	50%	23%	+27	28%	+22	.	.	.	.	.
	2019	44%	18%	+26	23%	21	50%	22%	+28	28%	+22	.	.	.	.	.
	2022	.	8%	-8	20%	-20	8%	13%	-5	24%	-16	.	.	.	.	.
	2023	13%	11%	+2	19%	-6	.	19%	-19	29%	-29	.	.	.	.	.
Grade 4	2017	60%	11%	+49	13%	+47	60%	10%	+50	17%	+43	100%	67%	+33	69%	+31
	2018	40%	16%	+24	19%	+21	40%	16%	+24	21%	+19	90%	74%	+16	75%	+15
	2019	8%	14%	-6	18%	-10	27%	15%	+12	22%	+5	50%	63%	-13	69%	-19
	2022	10%	6%	+4	14%	-4	.	7%	-7	18%	-18	30%	51%	-21	60%	-30
	2023	17%	17%	0	21%	-4	17%	18%	-1	27%	-10	.	.	.	.	.
Grade 5	2017	25%	8%	+17	9%	+16	38%	13%	+25	15%	+23	.	.	.	.	.
	2018	.	12%	-12	11%	-11	50%	12%	+38	17%	+33	.	.	.	.	.
	2019	18%	10%	+8	11%	7	36%	15%	+21	17%	+19	.	.	.	.	.
	2022	7%	6%	+1	11%	-4	.	9%	-9	13%	-13	.	.	.	.	.
	2023	17%	13%	+4	17%	0	58%	16%	+42	22%	+36	.	.	.	.	.
Grade 6	2019	7%	13%	-6	15%	-8	15%	11%	+4	15%	0	.	.	.	.	.
	2022	17%	14%	+3	22%	-5	6%	7%	-1	11%	-5	.	.	.	.	.
	2023	24%	11%	+13	15%	+9	24%	12%	+12	19%	+5	.	.	.	.	.
Grade 7	2022	12%	13%	-1	16%	-4	9%	4%	+5	10%	-1	.	.	.	.	.
	2023	39%	14%	+25	17%	+22	32%	17%	+15	21%	+11	.	.	.	.	.
Grade 8	2022	31%	17%	+14	17%	+14	13%	4%	+9	8%	+5	33%	16%	+17	25%	+8
	2023	31%	23%	+8	23%	+8	35%	11%	+24	19%	+16	21%	15%	+6	25%	-4

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		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	Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2017	.	16%	-16	19%	-19	33%	21%	+12	29%	+4	.	.	.	.	.
	2018	55%	26%	+29	33%	22	73%	28%	+45	40%	+33	.	.	.	.	.
	2019	55%	26%	+29	33%	+22	70%	31%	+39	39%	+31	.	.	.	.	.
	2022	30%	18%	+12	33%	-3	40%	22%	+18	36%	+4	.	.	.	.	.
Grade 4	2018	29%	22%	+7	30%	-1	71%	23%	+48	32%	+39	100%	69%	+31	75%	+25
	2019	33%	23%	+10	33%	0	50%	25%	+25	38%	+12	73%	63%	+10	73%	0
	2022	13%	17%	-4	29%	-16	7%	16%	-9	31%	-24	27%	47%	-20	65%	-38
	2023	50%	27%	+23	36%	+14	40%	30%	+10	40%	0	.	.	.	.	.
Grade 5	2019	17%	20%	-3	20%	-3	50%	30%	+20	30%	+20	.	.	.	.	.
	2022	.	12%	-12	22%	-22	.	17%	-17	24%	-24	.	.	.	.	.
	2023	31%	23%	+8	30%	+1	50%	24%	+26	33%	+17	.	.	.	.	.
Grade 6	2019	10%	16%	-6	22%	-12	.	21%	-21	26%	-26	.	.	.	.	.
	2022	47%	28%	+19	37%	+10	31%	10%	+21	21%	+10	.	.	.	.	.
	2023	42%	16%	+26	26%	+16	58%	23%	+35	30%	+28	.	.	.	.	.
Grade 7	2022	20%	20%	0	26%	-6	8%	9%	-1	18%	-10	.	.	.	.	.
	2023	60%	19%	+41	23%	+37	50%	20%	+30	30%	+20	.	.	.	.	.
Grade 8	2023	27%	25%	+2	27%	0	42%	17%	+25	25%	+17	33%	12%	+21	22%	+11

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		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	Bronx CS for the Arts	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2017	64%	28%	+36	32%	32	55%	28%	+27	37%	+18	.	.	.	.	.
	2018	54%	37%	+17	40%	+14	67%	39%	+28	43%	+24	.	.	.	.	.
	2019	50%	41%	+9	42%	8	55%	41%	+14	44%	+11	.	.	.	.	.
	2022	37%	26%	+11	35%	+2	45%	26%	+19	36%	+9	.	.	.	.	.
	2023	43%	28%	+15	34%	+9	47%	37%	+10	42%	+5	.	.	.	.	.
Grade 4	2017	51%	27%	+24	31%	20	51%	25%	+26	32%	+19	100%	79%	+21	80%	+20
	2018	44%	34%	+10	38%	+6	44%	30%	+14	37%	+7	98%	83%	+15	84%	+14
	2019	31%	35%	-4	38%	-7	48%	34%	+14	40%	+8	70%	76%	-6	81%	-11
	2022	19%	22%	-3	30%	-11	11%	18%	-7	31%	-20	40%	63%	-23	72%	-32
	2023	46%	37%	+9	38%	+8	46%	35%	+11	42%	+4	.	.	.	.	.
Grade 5	2017	50%	23%	+27	25%	25	57%	28%	+29	31%	+26	.	.	.	.	.
	2018	28%	26%	+2	27%	+1	44%	28%	+16	33%	+11	.	.	.	.	.
	2019	25%	30%	-5	28%	-3	29%	36%	-7	36%	-7	.	.	.	.	.
	2022	17%	22%	-5	27%	-10	6%	21%	-15	26%	-20	.	.	.	.	.
	2023	39%	32%	+7	36%	+3	56%	33%	+23	38%	+18	.	.	.	.	.
Grade 6	2019	31%	34%	-3	37%	-6	36%	31%	+5	36%	0	.	.	.	.	.
	2022	59%	39%	+20	47%	+12	37%	18%	+19	27%	+10	.	.	.	.	.
	2023	40%	31%	+9	36%	+4	48%	33%	+15	37%	+11	.	.	.	.	.
Grade 7	2022	41%	36%	+5	39%	+2	24%	16%	+8	25%	-1	.	.	.	.	.
	2023	57%	34%	+23	39%	+18	53%	32%	+21	41%	+12	.	.	.	.	.
Grade 8	2022	54%	39%	+15	42%	+12	33%	15%	+18	22%	+11	48%	30%	+18	41%	+7
	2023	53%	47%	+6	48%	+5	55%	29%	+26	36%	+19	46%	24%	+22	40%	+6

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

Bronx CS for the Arts

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				ED			
		Total Charter Tested	Bronx CS for the Arts	NYS	Differential to NYS	Total Charter Tested	Bronx CS for the Arts	NYS	Differential to NYS
Algebra I (Common Core)	2021-2022	28	89%	81%	+8	22	91%	68%	+23
	2022-2023	29	97%	83%	+14	21	95%	73%	+22

**See NOTES (1), (2), (3), (4), and (7).*

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BRONX CHARTER SCHOOL FOR THE ARTS

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Bronx CS for the Arts	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	520	431	83%
2019-2020	624	514	82%
2020-2021	624	624	100%
2021-2022	624	608	97%
2022-2023	624	593	95%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			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
2018-2019	24%	27%	-3	20%	18%	+2	84%	85%	-1
2019-2020	24%	25%	-1	17%	18%	-1	87%	86%	+1
2020-2021	25%	25%	0	3%	19%	-16	88%	86%	+2
2021-2022	23%	25%	-2	16%	20%	-4	90%	86%	+4
2022-2023	23%	25%	-2	16%	21%	-5	88%	87%	+1

**The 2020-2021 ELL enrollment for this school is under-represented due to a reporting error.*

**See NOTES (2) and (6).*

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			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	Bronx CS for the Arts	NYC CSD 8	Differential to District
2018-2019	88%	84%	+4	93%	84%	+9	99%	84%	+15	91%	84%	7
2019-2020	90%	84%	+6	87%	84%	+3	97%	85%	+12	89%	83%	+6
2020-2021	92%	88%	+4	91%	87%	+4	92%	87%	+5	92%	88%	+4
2021-2022	87%	81%	+6	92%	78%	+14	78%	82%	-4	87%	82%	+5
2022-2023	79%	83%	-4	81%	84%	-3	81%	82%	-1	80%	83%	-3

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

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

**See NOTES (2), (3), and (10) below.*

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners 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).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

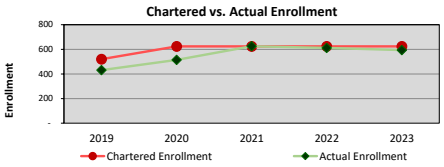
(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Charter School Fiscal Accountability Summary

BRONX CHARTER SCHOOL FOR THE ARTS

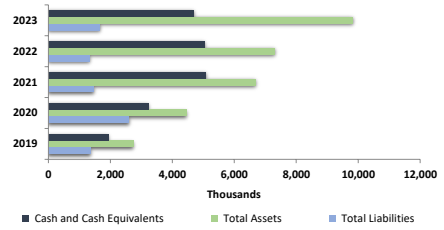
	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	K-7	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	520	624	624	624	624
Maximum Chartered Enrollment	624	624	624	624	624
Actual Enrollment	431	514	625	611	594



AUDITED FINANCIALS

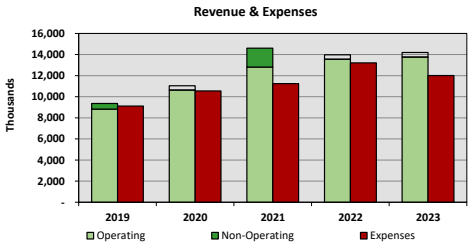
STATEMENT OF FINANCIAL POSITION

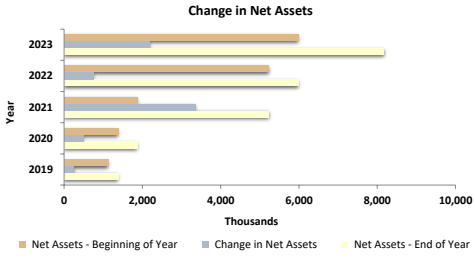
ASSETS					
Current Assets					
	1,950,238	3,237,497	5,090,752	5,051,340	4,704,219
	123,698	444,127	632,773	1,091,600	1,802,187
	37,647	-	10,284	10,682	16,415
	25,459	-	-	-	2,180,304
Total Current Assets	2,137,042	3,681,624	5,733,809	6,153,622	8,703,125
Non-Current Assets					
Property, Building and Equipment, net	401,198	547,859	593,501	664,696	604,500
Restricted Cash	-	-	-	100,111	100,412
Security Deposits	170,000	170,000	170,696	170,450	171,748
Other Non-Current Assets	50,776	75,626	207,776	233,542	263,119
	621,974	793,485	971,973	1,168,799	1,139,779
	2,759,016	4,475,109	6,705,782	7,322,421	9,842,904
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	327,935	207,761	215,266	387,234	249,284
Accrued Payroll and Payroll Taxes	433,031	522,824	625,826	605,843	597,419
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	128,570	145,322	97,396	36,686
Total Current Liabilities	760,966	859,155	986,414	1,090,473	883,389
Long-Term Liabilities					
	618,451	410,952	342,446	251,569	-
	-	1,335,784	149,286	-	792,332
	618,451	1,746,736	491,732	251,569	792,332
	1,379,417	2,605,891	1,478,146	1,342,042	1,675,721
	1,229,599	1,849,218	5,227,636	5,846,979	8,032,783
	150,000	20,000	-	133,400	134,400
Total Net Assets	1,379,599	1,869,218	5,227,636	5,980,379	8,167,183
Total Liabilities and Net Assets	2,759,016	4,475,109	6,705,782	7,322,421	9,842,904



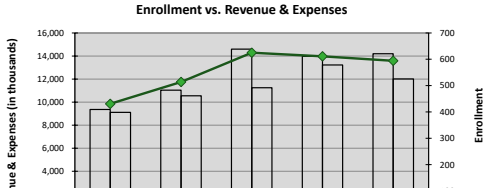
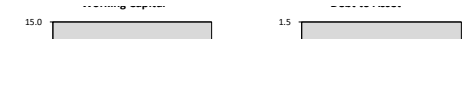
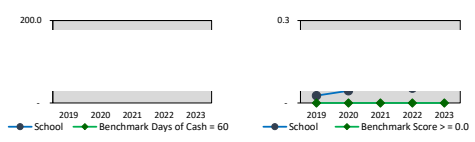
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	6,504,312	8,261,130	9,950,213	9,728,336	10,245,113
State and Local Per Pupil Revenue - SPED	1,359,620	1,504,560	1,981,999	1,644,773	1,263,709
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	677,017	584,913	710,249	1,774,858	1,851,933
State and City Grants	-	100,260	41,080	32,384	48,444
Other Operating Income	285,130	183,487	138,725	374,290	350,060
Total Operating Revenue	8,826,079	10,634,350	12,822,266	13,554,641	13,759,259
EXPENSES					
Program Services					
	5,461,264	6,560,594	7,119,094	8,009,419	7,155,035
	2,385,020	2,691,950	2,736,692	3,565,408	3,357,830
	-	-	-	-	-
Total Program Services	7,846,284	9,252,544	9,855,786	11,574,827	10,512,865
Supporting Services					
Management and General	1,012,602	1,137,813	1,144,523	1,263,146	950,703
Fundraising	254,620	155,107	240,132	379,411	547,525
Total Support Services	1,267,222	1,292,920	1,384,655	1,642,557	1,498,228
Total Expenses	9,113,506	10,545,464	11,240,441	13,217,384	12,011,093
Surplus/Deficit from Operations	(287,427)	88,886	1,581,825	337,257	1,748,166
SUPPORT AND OTHER REVENUE					
Interest and Other Income	29,960	3,231	5,875	2,771	26,548
Contributions and Grants	507,836	376,868	318,815	-	394,763
Fundraising Support	-	-	-	411,110	-
Other Support and Revenue	-	20,634	1,451,903	1,605	17,327
Total Support and Other Revenue	537,796	400,733	1,776,593	415,486	438,638
Change in Net Assets	250,369	489,619	3,358,418	752,743	2,186,804
Net Assets - Beginning of Year	1,129,230	1,379,599	1,869,218	5,227,636	5,980,379
Net Assets - End of Year	1,379,599	1,869,218	5,227,636	5,980,379	8,167,183





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
	20,478	20,689	20,516	22,184	23,164
	1,248	780	2,843	680	738
Total Revenue	21,726	21,469	23,358	22,864	23,902
Expenses - Per Pupil					
Program Services	18,205	18,001	15,769	18,944	17,698
Mangement and General, Fundraising	2,940	2,515	2,215	2,688	2,522
Total Expenses	21,145	20,516	17,985	21,632	20,221
% of Program Services	86.1%	87.7%	87.7%	87.6%	87.5%
% of Management and Other	13.9%	12.3%	12.3%	12.4%	12.5%
% of Revenue Exceeding Expenses	2.7%	4.6%	29.9%	5.7%	18.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.27	2.31	3.00	3.00	3.00
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	1,376,076	2,822,469	4,747,395	5,063,149	7,819,736
Working Capital (Current) Ratio	2.8	4.3	5.8	5.6	9.9
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	0.5	0.6	0.2	0.2	0.2
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	78.1	112.1	165.3	139.5	143.0
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	0.0	0.2	0.1	0.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard