U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)
Technical Review Coversheet

Applicant: Bronx Charter School for the Arts (U282E180013)
Reader #2: ********

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Priority Questions

Competitive Preference Priority 1

Access to High-Quality Educational Choice

1. Increasing Access

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Competitive Preference Priority 2

Dual or Concurrent Enrollment Programs

1. Enrollment Programs

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Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

Reader #2: **********
Applicant: Bronx Charter School for the Arts (U282E180013)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

The applicant will support the demand for K-8 seats in the Bronx area for students with disabilities and English Language Learners as stated on page e19. Currently, the school serves 20% of students with disabilities and 18% of their students are English language learners. The expansion will allow for pipeline for the school’s current K-5 students to middle school for grades 6-8 as mentioned on pages e18 and e19.

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub Question

1. (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

Strengths:

Goals for the Bronx Arts Charter are specified on pages e45-e48 target students academically in the areas of special education and English Language Learners. For example, ”each year the percent of Bronx Arts students receiving special education services enrolled for two or more years attaining proficiency on the New York State assessments will exceed the state average for students receiving special education services on the ELA, math, and science assessments.” Goals are detailed similarly for English Language Learners.
Sub Question

Weaknesses:
There is a lack of consistency of how the applicant will measure out of scale. On page e33, 50% of each incoming 6th grade class will be coming into Bronx Arts from various feeders schools. In the assessment tools on page e35, there are multiple measures, but no clear measurements for grades 6-8.

Reader's Score: 12

2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

Strengths:
The expansion of this charter will allow students who currently are enrolled in the school in grades K-5 to continue their learning in grades 6-8. It will also allow for other students in the area to enroll in the school without limitation of whether or not students or have a disability or lack language proficiency. The applicant allows for expansion without hindrance of lottery or transportation as noted on pages e51 through e53.

Weaknesses:
The plan does not provide a solid curriculum on pages e25-e26. ELA curriculum provided is not a Tier 1 curriculum.

Reader’s Score: 13

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

Reader’s Score: 9

Sub Question

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

Strengths:
None noted.

Weaknesses:
There is not evidence that supports that the applicant encourages applications of groups that have traditionally been underrepresented.

Reader’s Score: 0

2. (2) The qualifications, including relevant training and experience, of key project personnel

Strengths:
Project personnel show relevant training and experience as noted on pages e110-e122 through resumes.
Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:
Beginning on page e63 with the logic model, the applicant outlines specific goals and outcomes with specific measurements of success.

Weaknesses:
The logic plan does not clearly specify the timelines and milestones for accomplishing project tasks. The applicant lists activities that project personnel would participate in on pages e45- e61 .While the logic model provides goals and outcomes as noted on pages e63-e64, it does not clearly define the responsibilities, timelines, and milestones for accomplishing project tasks.

Selection Criteria - Quality of the Eligible Applicant

1. The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:

(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school’s charter; and have had any significant issues with respect to student safety.

Strengths:
The charter school has been granted a full five year renewal from the state of New York because the students have met the accountability group measurements of annual year progress. The data begins on page e99 which indicates that in grades 3-5 proficiency rates are over 56% in ELA and Math according to state testing. The data also reflects 98% attendance rate with a 3% suspension rate as noted on page e100.
Weaknesses:
In the data, there is a concern that the turnover rate is 33% and 43% which raises concerns of consistency of instruction for students. This data is showcased on page e100.

Reader's Score: 12

Selection Criteria - Continuation Plan

1. The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

Strengths:
The applicant often seeks financial support to underwrite the salary of necessary staff to meet the qualifications to serve the additional students. There is multiple funding streams of funding proposed. Due to the fact that the applicant has current philanthropic partners. As noted on page, e43 Bronx Arts recently received a $150,000 grant from the Charter School Fund and a $325,000 grant from the Walton Family foundation in general support of the expansion into grades 6-8.

Weaknesses:
The plan does not specify how the applicant will sustain funding of salaries after the grant ends.

Reader's Score: 11

Priority Questions

Competitive Preference Priority 1 - Access to High-Quality Educational Choice

1. Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

   This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:
   (i) Students in communities served by rural local educational agencies
   (ii) Children with disabilities
   (iii) English learners
   (iv) Students who are members of federally recognized Indian Tribes.

   Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

   Strengths:
The project addresses expanding the charter to serve children with disabilities and English learners as noted on pages e18-e19.

   Weaknesses:
None noted.

Reader's Score: 2
Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

1. Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools

   The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

   **Strengths:**
   None noted.

   **Weaknesses:**
   There is not any evidence that the proposed project addresses dual or concurrent enrollment programs or early college high schools.

   **Reader's Score:** 0

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**Status:** Submitted
**Last Updated:** 06/15/2018 12:53 PM
## Technical Review Coversheet

**Applicant:** Bronx Charter School for the Arts (U282E180013)  
**Reader #3:** *********

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## Priority Questions

### Competitive Preference Priority 1

- **Access to High-Quality Educational Choice**
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### Competitive Preference Priority 2

- **Dual or Concurrent Enrollment Programs**
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Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

Reader #3: **********
Applicant: Bronx Charter School for the Arts (U282E180013)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

The application includes a table demonstrating four year enrollment trends. Since 2014, the percentages of SWD and FRL students have increased slightly and are currently at 20.5% and 94%, respectively. The percentage of enrolled ELLs has increased significantly, from 11% in 2014 to 18.5% in SY 2017-18. (e20) Bronx Arts offers one "section" per grade of inclusion SpEd through a two-teacher (one SpEd, one GenEd) Integrated Co-Teaching model as well as SETSS. The other section per grade is staffed by a single teacher. In grades 6-8, Bronx Arts proposes four sections per grade, with two following the ICT model. (e21) ICT classrooms are monitored and coached by both the principal and the DCI (director of curriculum and instruction). Other resources to ensure student IEP needs are met include two on site SETSS pull-out providers and reading teacher pull-out staff, and a school social worker and guidance counselor.

Grant funding will be used to fund SETSS provider salary and an additional EL teacher salary. (e22) The school has a FTE EL teacher. (e22) The school also has several Spanish-fluent staff members and hires translators to engage families who speak West African languages. (e58) The existing recruitment plans, as described in the narrative, constitutes a truly multi-lingual approach designed to reach 60% of area households with a primary language other than English. (e58-9)

The narrative specifically addresses the network of referring agencies it has built to recruit kindergarten-age SWD. (e59)

Weaknesses:

The application fails to address the forward-going plan to ensure that the expanded school will enroll and serve educationally disadvantaged students at rates comparable to surrounding schools, and does not establish that this is currently happening within the narrative.

The narrative states that students receiving SpEd services at Bronx Arts "perform at our near the level of their gen ed peers," but fails to provide evidence to substantiate this claim. (e22) 18.5% of 320 students=59 students currently designated EL. These students receive 180 to 360 minutes per week of EL instruction via push in during reading and math periods and pull out during phys. ed or art periods. (e22-3) It is not clear from the application how one FTE is able to handle nearly sixty students across six grade levels, and it is also concerning that ELLs may be prevented from accessing the unique arts classes that are central to the gen ed model of the school. It is not clear that two additional staffers will be sufficient to serve the expanded school's proposed high-needs populations.

While the narrative indicates that 55% of each 6th grade cohort will be from outside the current K-5 school, it does not explain how recruitment and enrollment will ensure equity of access for educationally disadvantaged students, nor is it specified that students in the K-5 model are guaranteed a seat in the 6-8 school. (e25)

Reader's Score: 12

6/25/18 3:50 PM
Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 20

Sub Question

1. (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

Strengths:

The application clearly states the overarching goal for the expansion in mission-based and measurable terms. The logic model includes six "goals" each with sub-measures labelled as "outcomes." Notably, the model defines different measures for students entering Bronx Arts at 6th grade v. those matriculating from the lower school, an unexpected degree of nuance that indicates an understanding of the challenges of catching up students who are new to the academic and cultural model. (e64)

The logic model addresses multiple areas of school function including academic attainment, high school matriculation, staff and student retention and satisfaction, and financial sustainability.

Weaknesses:

The narrative in this section indicates that the school intends to expand by adding two sixth grade sections per year beginning in fall 2018 (e24), but appears to conflict with an earlier description of the expansion which indicated four sections of each grade would be offered in middle school. (e22)

The application discusses general demand for school choice and for charter seats, but fails to establish demand for the Bronx Arts expansion specifically.

The application fails to identify specific objectives and outcomes for the project in the narrative. The logic model does identify "goals" and "outcomes" but fails to provide sufficient detail. (e63-65)

The logic model section for Goal 6, when discussing enrollment, seems to have significant typos and makes it impossible to parse the growth pattern suggested for the school. (e64-65)

Reader's Score: 10

2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

Strengths:

The application indicates that 45% of the middle school will be students matriculating from the K-5 Bronx Arts school, with the other 55% presumed to come from Community School District 8. (e25)

The narrative indicates that the school intends to continue the use of the ICT model in two classrooms per grade level. (e28)

The narrative indicates that Bronx Arts has true curricula in each of the four arts disciplines it engages: dance, music, theater, and visual art. (e30) While elementary students will study all four disciplines, middle school students will select two disciplines of focus.

The narrative discusses both the core academic and arts curricula, as well as SEL and behavioral expectations. The cultural tools and norms: artist process, growth mindset, visual thinking strategies, and the artist's palette (organization tool) are well suited to the school model overall. (e30-32)

The school currently offers extended learning programs including after-school, Saturday school, and intersession programs used by about 45% of students for additional academic support or unique arts experiences. (e33) There will be a mandatory one-week, half day Summer Bridge program which will provide time for student enculturation and assessment including diagnostic and baseline assessments, arts aptitude and placement supports, and IEP
Sub Question
prep. (e33)

Weaknesses:
The narrative fails to paint a clear and compelling picture of what the current K-5 student body looks like, nor does it clearly explain what it anticipates either the new or matriculating middle school populations will look like. The narrative appears to state that the entire 6-8 curriculum will be developed in summer 2018, and does not appear to fully commit to continuing existing products into the middle school program. While the narrative name drops both other NY charter schools (Achievement First) and curricular products (Engage NY) that are generally perceived as high-quality, they do not directly tie these programs to success for the targeted students. The application indicates that the middle school will use a block schedule(e28), but fails to provide any detail on how this schedule will work, how long blocks will be (other than for math and ELA, later described as 116 minutes each (e34)), or why this model was selected for this student population. The application does not specify which, if any, of the extended learning opportunities will be offered for students in the 6-8 expansion. (e33) The application dedicated nearly two pages to the assessment model, but it is only for grades K-5, which are not being funded under this grant. (e35-37)

Reader’s Score: 10

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

Reader’s Score: 8

Sub Question

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

Strengths:
None noted.

Weaknesses:
The narrative does not address this criterion.

Reader’s Score: 0

2. (2) The qualifications, including relevant training and experience, of key project personnel

Strengths:
The named Bronx Arts staff members have, both individually and collectively, impressive resumes with a broad variety of experiences relevant to the school expansion. (e37-40) The identified team has experience in growing/expanding new schools in a model similar to the one outlined in this application, including having multiple school founders onboard, which helps to alleviate concerns about the lack of longevity of the team at Bronx Arts specifically. (e37-39)
Sub Question

Weaknesses:
Most of the named personnel have joined the Bronx Arts staff very recently, only one member of the named team having more than five years at the school. (e39)
The narrative fails to provide specific data points to establish the track record of the named individuals in successfully supporting the targeted student population. Further, the application does not clearly specify what each staff member is expected to contribute to the funded project.

Reader’s Score: 8

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:
The major functions of the expansion will be handled by the existing staff, no major positions are unfilled. (e40-41)

Weaknesses:
The application fails to address this criterion in any detail. The narrative does not provide a plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Reader’s Score: 4

Selection Criteria - Quality of the Eligible Applicant

1. The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:

(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school’s charter; and have had any significant issues with respect to student safety.

Strengths:
Bronx Arts is a NYDOE Reward School and has received a Kennedy Center School of Distinction award. (e17)
The narrative indicates that Bronx Arts outperformed the “zoned school”, city, and state proficiency averages. (e20)
The narrative states that the school’s performance on state assessments has increased by 18 percentage points in the last five years, and that the school has had significant increases in both ELA and math achievement. (e42)
Bronx Arts is a recent addition to the CSGF Emerging CMO portfolio, having been vetted through a rigorous evaluation process. (e76)
ADA for the last school report card was very high at 98%. (e100)

Weaknesses:
While the school outperforms comparisons handily in both math and ELA, this performance information is not compellingly presented (e.g. the assessment is not named, data is not disaggregated by subgroup) and overall proficiency levels are low (56% in math and 62% in ELA). (e20)
Overall, the narrative fails to address this criterion, and makes a variety of assertions without any backing data.
According to the annual school report card, 31% of teachers have no valid teaching certificate and 40% of classes are taught by a teacher without valid certification. (e100)
Teacher turnover was high in the most recent report card, 41% for all teachers and 33% for teachers with 5 or less years experience. (e100)
Bronx Arts did not make AYP in ELA for any subgroup large enough to be reported. Only African American students made AYP of the subgroups reported in math. (e106)

Reader's Score: 13

Selection Criteria - Continuation Plan

1. The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant’s application once the grant funds under this program are no longer available.

Strengths:
To date, the school has received two grants to fund the expansion, $150K from the Charter Schools Growth Fund and $325K from the Walton Family Foundation. (e43) There are two capital funding requests to the city currently in process. The school hired a director of development to meet its goal of increasing individual donor support. (e44)

Weaknesses:
The application specifically states that per-pupil revenue alone will not cover costs for at least the first two years of operation. However, the narrative does not explain how much of a deficit will result, whether the named grants will cover the deficit, or whether the federal dollars requested are essential to the expansion. (e43)

Reader's Score: 12

Priority Questions

Competitive Preference Priority 1 - Access to High-Quality Educational Choice

1. Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:

(i) Students in communities served by rural local educational agencies
(ii) Children with disabilities
(iii) English learners
(iv) Students who are members of federally recognized Indian Tribes.
Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:
Bronx Arts currently serves 20% SWD and 18% ELLs. (e19)

Weaknesses:
While the applicant does nominally address this priority, they fail to make a compelling case that the expansion to middle school will make a significant contribution for any of the named priority groups. Further, the applicant failed to provide evidence that the school or the community are higher in percentages of the names subgroups than the city as a whole, nor did the applicant specify any ways that they will ensure access for these students.

Reader's Score: 1

Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

1. Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools

The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

Strengths:
None noted.

Weaknesses:
The applicant did not address this priority.

Reader's Score: 0

Status: Submitted
Last Updated: 06/13/2018 05:21 PM
# Technical Review Coversheet

**Applicant:** Bronx Charter School for the Arts (U282E180013)

**Reader #1:** ********

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<th>Points Scored</th>
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<tbody>
<tr>
<td><strong>Selection Criteria</strong></td>
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<td>1. Disadvantaged Students</td>
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<td>Quality of Project Design</td>
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<td>Quality of Project Personnel</td>
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<tr>
<td>Quality of the Management Plan</td>
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<td>Quality of the Eligible Applicant</td>
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<td>1. Eligible Applicant</td>
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<td>Continuation Plan</td>
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<td>1. Continuation Plan</td>
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<td><strong>Sub Total</strong></td>
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</table>

**Priority Questions**

**Competitive Preference Priority 1**

Access to High-Quality Educational Choice

1. Increasing Access                           | 2               | 2             |

**Sub Total**                                   | 2               | 2             |

**Competitive Preference Priority 2**

Dual or Concurrent Enrollment Programs

1. Enrollment Programs                         | 2               | 0             |

**Sub Total**                                   | 2               | 0             |

**Total**                                      | 104             | 83            |
Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

Reader #1: **********
Applicant: Bronx Charter School for the Arts (U282E180013)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

(e15, 18) Bronx is seeking serve approximately 300 additional students in grades 6-8. The school is proposing to use the grant to underwrite salaries for five years for an English Language teacher, A Sped teachers and a portion of the Social Worker to better serve EL and students with disabilities. (e20 – 24) The school is currently successfully serving K-5 EL and Sped students in their zone, in NYC and in the state. The school is also operating in an area with few other high quality options for students and families, so an increase of 300 seats in a high performing school is significant.

Weaknesses:

The current K-5 education program is sophisticated and complex. This complexity is part of the reason for the school's success. However, the concern is that it will take time to develop a similarly sophisticated program for graded 6-8.

Reader's Score: 14

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub Question

1. (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

Strengths:

(e34 – 37, e45-47) The proposal identifies a number of appropriate teacher and curriculum provided formative assessments. The school also used TerraNova and Foundtas and Pinnell Benchmark reading assessments. The school also identifies the appropriate use of each assessment. On pages e45-49 it identifies a number of student growth goals (Means Growth Percentile (MGP) for all students). Taken together the school is strongly data-driven in its work.
Sub Question

Weaknesses:
(e34-37) The listing of assessments (e34-37) is limited to those for grades K-5, not assessment for grades 6-8 have been identified.

Reader’s Score: 12

2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

Strengths:
(e23-30, e30-37) The school currently has a sophisticated and very successful educational program. It intends to build from this base as it expands into grades 6-8. As such it has a strong foundation. It has also identified the key components of its middle school program, curricula from EngageNY and Achievement First as well as The Bronx Arts Middle School Method – (e27-34).

Weaknesses:
(e28) The proposal indicates that the school will develop it 6-8 curriculum in the summer of 2018. While the school has a strong curriculum base for K-5 and appears to have significant resources available to do this work in the summer of 2018, it is a significant undertaking to develop the curriculum, even in abbreviated form, over the few weeks available over the summer. Then there is the challenge of preparing teachers to present this new curriculum prior to the start of school year.

Reader’s Score: 13

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

Reader’s Score: 9

Sub Question

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

Strengths:
No specific information provided to address this criterion.

Weaknesses:
No specific information provided to address this criterion.

Reader’s Score: 0

2. (2) The qualifications, including relevant training and experience, of key project personnel

Strengths:
(e37-40) The information in the project narrative was very limited. The resumes for key staff showed significant experience and expertise. Richard Gonzales, the Middle School Principal, has a strong experience base, including as serving as a founding principal for a New Visions High School for the Humanities II, which is described as
Sub Question

serving the same general student population and is located close to this school.

Weaknesses:

No weakness noted.

Reader’s Score: 9

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

(e40-41) The language in the management plan is general. It provides an overview of the annual goal setting process, including the role of the board. It appropriately identifies the hiring of the additional staff as a major activity.

Weaknesses:

(e30-41) The information in the project narrative was very limited and does not provide timelines and benchmarks/milestones.

Reader’s Score: 5

Selection Criteria - Quality of the Eligible Applicant

1. The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:

(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school’s charter; and have had any significant issues with respect to student safety.

Strengths:

(e15, 17-18, e20-23, e41-42) The school has been very successful in educating its students to high levels of achievement. It has been recognized for this by its authorizer, and its success was an important factor in approving the expansion of the school. "Bronx Arts has been named a Reward School—an honor earned by less than 1% of public schools—by the New York State Department of Education and was nationally recognized by the John F. Kennedy Center for the Performing Arts as a School of Distinction, a prestigious award for arts education. Our students consistently exceed District, City and
NY State averages on New York State examinations. “…Student performance on New York State exams demonstrate that students receiving special education services at Bronx Arts perform at or near the level of their general education peers—consistently outperforming district, City and State proficiency.”

**Weaknesses:**
The school has not previously served grades 6-8. (e23) The school has recognized that the performance of EL students has not been as high as to be expected in elementary grades (and converted a part time position to full time), will be able to meet the goals as described on (e45-46) for EL students.

**Reader's Score:** 15

**Selection Criteria - Continuation Plan**

1. The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

**Strengths:**
(e42-44) The school appears to be aware of the fiscal challenges its growth will bring. It also has been successful in obtaining other external funding ($150,000 from the Charter School Growth Fund and $325,000 from the Walton Family Foundation).

**Weaknesses:**
(e44) The school is just hired a Director of Development (February 2018). There was no indication of a “plan B” if this funding is not available.

**Reader's Score:** 13

**Priority Questions**

**Competitive Preference Priority 1 - Access to High-Quality Educational Choice**

1. Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:

(i) Students in communities served by rural local educational agencies
(ii) Children with disabilities
(iii) English learners
(iv) Students who are members of federally recognized Indian Tribes.

**Note:** Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

**Strengths:**
(e16) This applicant proposes to increase choice the poorest congressional district in the county, an area with a significant population of English learners and students with disabilities.
Weaknesses:
None found.

Reader's Score: 2

Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

1. Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools

The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

Strengths:
The school is proposing to serve graded K-8, so no concurrent or Early College enrollment.

Weaknesses:
The school is proposing to serve graded K-8, so no concurrent or Early College enrollment.

Reader's Score: 0

__________________________________________________________
Status: Submitted
Last Updated: 06/21/2018 08:10 AM