



Renewal Recommendation Report New Visions Charter High School for Advanced Math and Science

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State University of New York
41 State Street, Suite 700
Albany, New York 12207

(518) 445-4250
(518) 320-1572 (fax)
www.newyorkcharters.org



TABLE OF CONTENTS

INTRODUCTION and REPORT FORMAT	1
RENEWAL RECOMMENDATION	3
SCHOOL BACKGROUND and EXECUTIVE SUMMARY	5
ACADEMIC PERFORMANCE	7
ORGANIZATIONAL PERFORMANCE	18
FISCAL PERFORMANCE	22
FUTURE PLANS	24
APPENDICES	
A-SCHOOL OVERVIEW	27
B-SCHOOL PERFORMANCE SUMMARIES	35
C-DISTRICT COMMENTS	39
D-SCHOOL FISCAL DASHBOARD	41

INTRODUCTION AND REPORT FORMAT

INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding an education corporation’s Application for Charter Renewal, and more broadly, details the merits of an education corporation’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

REPORT FORMAT

The Institute makes all renewal recommendations based on a school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),¹ which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation’s authority to operate the school, are its plans for the school reasonable, feasible and achievable?

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

¹ Version 5.0, May 2012, available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf.

INTRODUCTION AND REPORT FORMAT

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/operate/existing-schools/renewal/.

RENEWAL RECOMMENDATION

RECOMMENDATION: **FULL-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of New Visions Charter High School for Advanced Math and Science for a period of five years with authority to provide instruction to students in 9th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 566 students.

To earn an Initial Full-Term Renewal, a school must either:

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,² is generally effective; or
- (b) have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students

² The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

³ SUNY Renewal Policies at page 12.

⁴ See New York Education Law § 2852(2).

RENEWAL RECOMMENDATION

who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁵ and the New York State Board of Regents (the “Board of Regents”) finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation.

Although not currently accountable for enrollment and retention targets,⁶ New Visions Charter High School for Advanced Math and Science (“New Visions AMS”) submitted the following plans to support the school in meeting its future targets:

- leveraging the connections between New Visions and several organizations that specifically support families of students with disabilities, ELLs, and FRPL eligible students within the community;
- distributing brochures that describe the school’s programs supporting students with disabilities and ELLs in English, Spanish, French and Haitian Creole at citywide and borough high school fairs; and,
- building and maintaining relationships with feeder middle schools in New York City Community School District (“CSD”) 10 and other surrounding districts, especially those enrolling large concentrations of students with disabilities, ELLs, and FRPL eligible students.

Specific measures will be designed and implemented to reach parents of:

- students whose primary language is not English;
- students with disabilities; and,
- students who would qualify for FRPL.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the education corporation and the charter school are located regarding the school’s Application for Charter Renewal. The full text of any written comments received appears in Appendix C, which also includes a summary of any public comments. As of the date of this report, the Institute has received no district comments in response.

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

⁶ Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. New Visions Charter High School for Advanced Math and Science’s charter approval was prior to the first RFP.

New Visions Charter High School for Advanced Math and Science

BACKGROUND

New Visions AMS's charter was approved by the SUNY Trustees on September 15, 2010. It opened its doors in the fall of 2011 initially serving 125 students in 9th grade. The school is located at 99 Terrace View Ave, Bronx, New York, a co-located facility in CSD 10, which also houses New Visions Charter High School for the Humanities (authorized by SUNY), and five New York City Department of Education ("NYCDOE") schools, Bronx Theater High School, Bronx Engineering and Technology Academy, English Language Learners and International Support Preparatory Academy, Marble Hill High School for International Studies and Bronx High School of Law and Finance. This is the school's first renewal. In the current school year, the New Visions AMS serves 455 students in grades 9-12.

The mission of New Visions AMS is:

New Visions Charter High School for Advanced Math and Science (AMS) is part of the New Visions Charter High Schools' (NVCHS) network. NVCHS is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking⁷, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

New Visions AMS offers a rigorous high school program to students in the South Bronx. Its academic program includes advanced mathematics courses such as Advanced Placement ("AP") Calculus and AP Statistics. The school also offers advanced science courses such as Anatomy, Applied Physics and AP Biology. New Visions AMS differentiates instruction and support services between its lower grades and upper grades. Students in 9th and 10th grades attend a summer Bridge Program that inculcates them into the school's culture and introduces them to challenge based thinking – an instructional approach at the school. After forming a solid academic and socio-emotional foundation designed to accelerate learning in the lower grades, students move on to the upper grades where they engage in an array of experiences with a post-secondary focus.

New Visions AMS is one of seven charter schools that partner with New Visions for Public Schools, Inc. ("New Visions" or the "network"), a New York not-for-profit corporation that serves as the

⁷ Footnote in original. ("The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.")

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

educational management organization (“EMO”) for New Visions AMS. The SUNY Trustees authorize two of the schools, which both remain independent education corporations. The remaining schools are authorized by the Board of Regents. New Visions started in 1989 as the Fund for New York City Public Education, Inc. and currently manages 70 New York City district and seven charter public schools serving nearly 50,000 students. In 2007, the NYCDOE chose New Visions to operate a portfolio of schools across the city.

EXECUTIVE SUMMARY

At the conclusion of its initial charter term, New Visions AMS has in place a rigorous high school curriculum that prepares students for meaningful post-secondary engagement. New Visions AMS successfully graduated 91% of its first graduation cohort of 116 students. Of those 106 graduates, 82 students (77%) matriculated into college as of the time of the renewal visit.

The school has many systems in place that enable it to effectively deliver a high quality and rigorous high school educational program. New Visions AMS uses assessment data to ensure student learning and to develop action plans to support struggling students. Many lessons include opportunities for students to develop depth of thinking and problem solving skills because teachers effectively implement the school’s pedagogical priorities: using challenge based teaching and discussion based learning. In addition, the network supports the school to be an effective and financially sound organization.

Based on the Institute’s review of the school’s performance as posted over the charter term, a review of the Application for Charter Renewal submitted by the school, a review of academic, organizational, governance and financial documentation as well as a visit to the school, the Institute finds the school has met or come close to meeting its key Accountability Plan goals and has a generally effective program in place. Thus, the Institute recommends that the SUNY Trustees grant New Visions AMS an Initial Full-Term Renewal.

NOTEWORTHY

New Visions AMS successfully graduated 106 students in its inaugural class, posting a graduation rate of 91% of students graduating after four years and outperforming CSD 10 in the Bronx by 15 percentage points.

IS THE SCHOOL AN ACADEMIC SUCCESS?

After four years of instruction, New Visions AMS is an academic success based on the graduation rate of its first four-year cohort and the leading indicators included in its Accountability Plan. The school's Accountability Cohort posted strong performance on the Regents English exam with 93% scoring at or above a 65 while 97% of the cohort scored 65 or above on a Regents mathematics exam. New Visions AMS graduated 91% of its first graduation cohort and outperformed the district by 15 percentage points. Leading indicators about currently enrolled cohort indicate the school is on track for similarly high levels of performance during subsequent years. The school also has a generally effective program in place.

At the beginning of the Accountability Period,⁸ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English Language Arts (“ELA”) and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹⁰ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. New Visions AMS did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance, and the extent to which the school has established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute’s analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school’s graduation and (for college preparatory programs) college

⁸ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

⁹ Education Law § 2850(2)(f).

¹⁰ Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,¹¹ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

SUNY Renewal Benchmark 1A:

Has the school met or come close to meeting its Academic Accountability Plan Goals?

Based on the limited data provided by New Visions AMS’s first four year cohort, the school met its key Accountability Plan goals of English, mathematics, high school graduation and college preparation. The school also met its science, social studies, and NCLB goals.

With 93 and 97% of the school’s Accountability Cohort scoring at or above a 65 on the Regents exams, New Visions AMS exceeded its benchmarks for absolute performance under its English and mathematics goals, respectively. These performance levels also both exceeded the district’s comparative performance. Based on these results, New Visions AMS met its English and mathematics goals during 2014-15.

In science, 89% of the fourth year cohort exceeded the performance standard on a Regents science exam. This pass rate exceeded the district’s by 19 percentage points and the school met its science goal at the end of its initial charter term. As a leading indicator of performance, the two subsequent cohorts of students have already surpassed the absolute performance standard in science.

New Visions AMS met its social studies goal with 86% of students in the cohort passing the Regents U.S. History exam and 81% of students passing the Regents global studies exam. These performance rates both exceed the district’s comparative performance on both exams.

During 2014-15, New Visions AMS’s first fourth year cohort posted a graduation rate of 91%, exceeding the district’s four year graduation rate of 67% by 24 percentage points. The school also posts strong leading indicators with its currently enrolled cohorts. The school’s 9th graders matriculated to 10th grade at a rate of 81%, while the school 10th graders matriculated to 11th grade at a rate of 87%. Overall, 86% of the school’s students matriculated to the subsequent grade and the school met the target for this measure. Based on this strong performance across multiple measures, the school met its high school graduation goal during 2014-15. Of its graduates, 77% matriculated into a two year or four year university or college after graduating. Although only 4% of graduates scored sufficiently high on the Regents English *and* a Regents mathematics exam such that the school could confer an Advanced Regents Diploma, 73% of the school’s graduates gained exposure to college level requirements while enrolled at New Visions AMS by passing an AP

¹¹ The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

ACADEMIC PERFORMANCE

course or exam. Based on the school's performance on these measures, the school met its College Preparation goal.

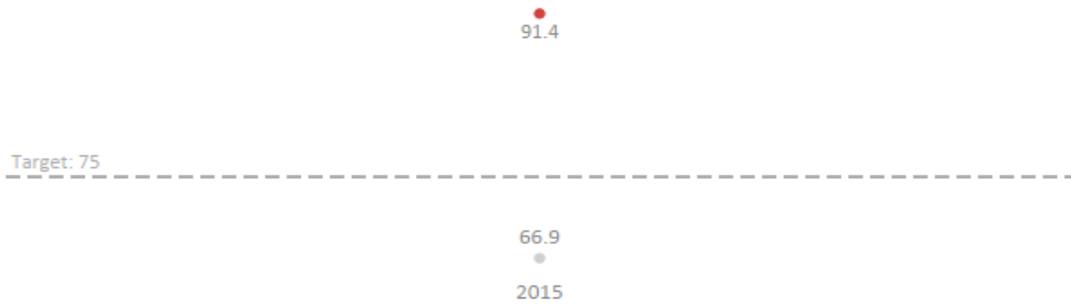
ACADEMIC PERFORMANCE

New Visions Charter High School for Advanced Math and Science

DESCRIPTION

FOUR YEAR GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **New Visions - AMS students graduating** after completion of their fourth year will exceed that of the Bronx District 10.



ADVANCED REGENTS DIPLOMA ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the district.



COLLEGE MATRICULATION

College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS

MATHEMATICS

Comparative Measure: District Comparison. Each year, the percent of students passing the **Regents English** or a **Regents Math** exam will exceed that of students in the district.



2015

2015

ACADEMIC PERFORMANCE

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹² describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.¹³

SUNY Renewal Benchmark 1B:

Does the school have an assessment system that improves instructional effectiveness and student learning?

Notwithstanding the need for more structured analysis and action planning systems, the school effectively uses assessment data to improve student learning. Using multiple assessments throughout each trimester, teachers and instructional leaders create action plans to support student learning and generally inform instruction.

- New Visions AMS regularly administers a range of assessments, some of which align to state performance standards. At the beginning of the school year, 9th graders and newly enrolled 10th graders complete diagnostic assessments that instructional leaders and teachers use to meet each student's unique learning needs. During the school year, teachers and leaders monitor student progress using a combination of formative quizzes and unit tests. Students take Regents exams and AP exams as summative measures of learning. Leaders and teachers place a great deal of emphasis in gauging student progress on the school's end of trimester final exams. Until this year, the network was responsible for creating these exams. This year, the school creates or modifies existing trimester final exams. The school also administers the PSAT and SAT.
- The school utilizes some valid and reliable processes for scoring and analyzing assessments. The school norms the scoring of Regents exams and teachers exchange student exams across the network for grading. Regarding the end-of-trimester math examinations, teachers generally meet with at least one other teacher to determine what merits particular scores for particular questions prior to scoring papers. This process parallels the expectations for grading Regents exams and effectively norms teachers' scoring procedures within the mathematics content team. Many teachers in the mathematics department utilize standards-based grading – a system where a student's score indicates the extent to which the student met expectations on a set of learning objectives. In some of the English department's monthly meetings, teachers work to apply scoring rubrics consistently and establish grade level expectations. They are in the process of developing standards-based grading. The school also uses scanning software to help ensure that multiple choice items are scored reliably.
- Teachers use assessment results to meet students' needs. After analyzing the results of end of trimester exams, teachers develop actions steps for individual students or their

¹² An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html;

scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

¹³ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

classes as a whole. For instance, to improve the comprehension of students receiving alternative instruction, English teachers began having students read text while listening to accompanying audio played through headphones, in addition to supplemental small group instruction. During in-class assessments administered every 4-6 weeks, teachers across each department analyze student work representative of the high, medium and low responses and create in depth strategies to address gaps in learning. Recently, science teachers created a series of quick daily exercises to address deficiencies in knowledge capture; mathematics teachers generated lessons focused on mathematical metacognition so that students would be able to fully complete their answers to multi-step algebra problems rather than just completing the first few steps to such a problem; and English teachers began placing greater emphasis on helping students create and write complex sentences.

- School leaders do not systematically use assessment results to adjust professional development strategies. Teachers discuss three student work samples (of the highest, medium and lowest performing students), and while school leaders listen to those discussions, they do not consistently use them to inform coaching practices. The school also does not have a systematic process to determine which findings from assessment data should inform professional development and coaching strategies. The focus of coaching this year is based on what was observed during the scheduled class observations and the topics for full day professional development sessions are determined by the network rather than the school.
- The school regularly communicates to parents/guardians about their students' progress and growth. The school sends home report cards at the end of every trimester via email and standard mail. Parents also have access to progress reports that are distributed three times per trimester and report high levels of satisfaction with the frequency and content of communication from the school.

SUNY Renewal Benchmark 1C:

Does the school's curriculum support teachers in their instructional planning?

The school's curriculum supports most teachers in their instructional planning. Teachers interact about the curriculum frequently, however the school needs more formal structures in place that provide opportunities to appropriately address and revise the curriculum when necessary.

- The school has curriculum maps, scopes and sequences and related documents that inform teachers on what to teach and when to teach it. School personnel and teachers create many of those curriculum maps and usually revise them during the summer prior to the school year. These curricular maps inform the development of unit plans, which include pertinent standards. The school does not have a systematic process in place to ensure that planned instruction will address all standards.
- The school develops and reviews its curricular documents, but this process is not systematic across the school. Teachers meet in teams or in pairs to develop units and lesson plans. In the science department, some of the curricula are developed through (and now based on resources provided by) collaborations with other teachers in the network or created in part with assistance from the network's instructional specialists.

ACADEMIC PERFORMANCE

Individual teachers create other curricula without significant input from their peers or supervisors providing greater opportunity for gaps with regard to addressing each standard. Mathematics teachers regularly collaborate with department colleagues to revise and develop unit plans. During the summer of 2015, some of the school’s English teachers worked with the network to revise the school’s curriculum documents to better reflect state standards.

- For the school’s more recent grade levels, teachers must generate much of the initial curriculum including the scope and sequence and unit plans for some subjects. The level and extent of support from network and school instructional leaders varies across departments and teachers report there is no specific expectation to the extent of feedback on curricula provided to teachers by instructional leaders.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

High quality instruction is evident throughout most New Visions AMS classrooms. Lesson activities generally are purposeful and support clearly identified objectives. However, in the lower grades, teachers struggle to maintain a classroom environment where students are fully engaged in activities. In the school’s upper grades, teachers more consistently convey a sense of urgency for learning and teachers effectively implement the school’s priorities of challenge based teaching and discussion based learning.

CLASSROOM OBSERVATION: NUMBER OF OBSERVATIONS

		GRADE				Total
		9	10	11	12	
CONTENT AREA	ELA	4	2	1	2	9
	Math	3	3	1	5	12
	Science	1	1	2	4	8
	Soc Stu	1	1	1		3
	Total	9	7	5	11	32

- Across the school, teachers generally deliver purposeful lessons with clear objectives aligned to the school’s curriculum (25 out of 32 classrooms observed). Most teachers communicate the learning objectives of each lesson by requiring students to write the objective and informing them about the purpose of the day’s lesson orally. The sizable majority of teachers set learning objectives that build on students’ previous skills and knowledge. This aligns with the school wide priority of creating an “applying past knowledge to new situations” habit of mind within students. Across all subject areas, teachers present concepts using content and age-appropriate language and design lessons to support students in using academic vocabulary. In integrated co-teaching (“ICT”) classrooms, co-teachers usually have clearly delineated roles and students understand the different roles of each teacher.
- Approximately half of teachers both regularly and effectively use techniques to check for student understanding (18 out of 32 classrooms observed). Teachers who check for

understanding effectively blend these checks with learning activities, such as having students provide predictions and rationales for those predictions. In instances where teachers do not perform checks effectively, many of these checks are factual or cursory in nature, with teachers regularly answering their own questions and missing essential opportunities to check for conceptual understanding.

- Almost half of teachers challenge students with opportunities to develop depth of understanding, higher-order thinking, and problem solving skills (15 out of 32 classrooms observed). While a sizable majority of lesson plans include opportunities that promote higher-order thinking, many teachers implement their lessons in ways that only require students to answer basic questions or practice rote skills. Teachers who take advantage of these opportunities provide robust students chances for meaningful academic peer-to-peer interactions. These teachers also engage students in learning activities that require them to present, elaborate upon and defend their answers regarding real world open questions and situations. In contrast, teachers who are less effective in this area deliver lessons that do not require meaningful peer engagement and do not provide adequate supports to appropriately push students to master more demanding content. These teachers routinely lower the rigor of learning activities or press forward with lessons regardless of student disengagement.
- Two-thirds of teachers establish and maintain a classroom environment with a consistent focus on academic achievement (20 out of 32 classrooms observed). Teachers are consistently prepared with materials, which are readily available as needed to support learning activities. Upper grade teachers generally communicate a sense of urgency for learning and provide clear directions to students, often using efficient transitions to maintain students' focus between individual, whole-class and group-based learning activities. They also communicate clear behavioral expectations for group work and whole class discussions, such as “Socratic circles,” and effectively anticipate and redirect student misbehavior. In contrast, lower grade teachers struggle to maintain a classroom environment that is conducive to learning. Lower grades teachers tend to allow students to opt-out of learning in ways that disrupt other students. These teachers lose significant amounts of instructional time due to student misbehavior, resulting in students losing crucial opportunities for learning.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

New Visions AMS is developing strong instructional leadership. The school’s four instructional leaders maintain a consistent focus on implementing the school’s instructional priorities. The staff size is adequate to provide frequent and consistent coaching to teachers. This notwithstanding, leaders do not hold teachers accountable for high performance on measures of student outcomes.

- New Visions AMS’s principal and three assistant principals comprise the school’s instructional leadership team. These instructional leaders collaborate with teachers to develop process-oriented goals each year during pre-service professional development sessions. Throughout the school year, observations and evaluations focus on these specific goals. Additionally, each academic department developed goals for the year that leaders

ACADEMIC PERFORMANCE

address during observations. These goals, however, cannot be measured quantitatively with student achievement outcomes.

- As a baseline, the school's principal and three assistant principals provide coaching to teachers at least once every two weeks. Leaders more frequently observe teachers who struggle to implement the school's instructional priorities. The network's instructional specialists also observe teachers and provide feedback once each month. Teachers report that they feel supported and that the frequency and extent of observations and coaching to support instruction is adequate. Following each observation, teachers complete a guided self-reflection worksheet that establishes the framework for the instructional leader's coaching. Throughout the remainder of the school year, the leaders monitor teachers' progress toward meeting goals.
- Teachers meet daily by content area to plan curriculum units and lessons. Now that the school has grown to scale, teachers of the same courses have the ability to collaborate on lesson planning.
- New Visions AMS holds three school wide meetings for teachers each month. In the monthly teacher effectiveness session, teachers analyze classroom videos while focusing on discussion-based teaching. Teachers report that the sessions are generally useful for developing pedagogical skills and competencies; however, some teachers express a desire for more professional development on classroom management techniques.
- Instructional leaders evaluate teachers twice each year using a form outlining criteria developed by the network. The criteria address teachers' aptitude for planning and implementing lessons as well as professional behaviors. Some evaluations include goals teachers create that establish expectations for student outcomes on summative assessments. Leaders rate teachers on each indicator as ineffective, developing, effective or highly effective and include a narrative that provides detailed evidence for a few of the ratings or, in some cases, practices that teachers can use to improve on some domains.
- Instructional leaders hold teachers accountable for engaging in practices that relate to challenge-based teaching and discussion-based learning. However, leaders do not hold individual teachers directly accountable for student achievement as measured by assessment results. Rather, 40% of teacher evaluations include school-wide measures such as student performance on Regents exams as well as attendance and graduation rates. The school has opportunities to increase how it analyzes individual teacher instructional effectiveness.

SUNY Renewal Benchmark 1F:

Does the school meet the educational needs of at-risk students?

New Visions AMS adequately supports students at risk of academic failure. Various educational settings accommodate the specific learning needs of students with Individualized Education Programs ("IEPs"). The school requires additional supports and extended learning time for students who are generally at risk of academic failure and utilizes appropriate staff to meet the needs of ELLs.

ACADEMIC PERFORMANCE

- Almost all students with disabilities come to New Visions AMS with existing IEPs. The special education team and coordinator (one of the assistant principals) work closely with teachers and parents to assess the possible need for additional referrals to the district committee on special education for evaluation. The nine special education teachers provide push-in services in the form of ICT and pull-out special education teacher support services (“SETSS”) in the form of content labs (e.g., reading lab) to the school's 69 students with IEPs. A counselor provides mandated counseling as required by students' IEPs.
- Most ELLs come to New Visions AMS with existing ELL designations. New Visions AMS uses the home language identification survey, New York State Identification Test for English Language Learners (“NYSITELL”), and other data from the network and the NYCDOE for identifying new ELL students as needed. Because the school dismissed the English as a second language (“ESL”) teacher at the start of the school year it was without an ESL teacher until the day of the renewal visit. The new ESL teacher will provide the school's 34 ELLs with both push-in and pull-out services.
- New Visions AMS identifies students who are struggling academically through their weekly cohort meetings, trimester progress reports and end-of-trimester grades. The school assigns students who are failing in at least one course to “office hours” in which they work with their teachers to complete assignments, review past work and obtain help on course content. Students may also receive academic counseling support, lunchtime or early morning support or additional academic pull-out services. The school monitors the progress of students receiving academic interventions and provides parents with appropriate information throughout the process.
- The special education team reviews all new and existing students' IEPs over the summer and ensures that their programming provides all mandated services with the exception of students assigned to mandated 12:1:1 settings, who are currently awaiting IEP revisions. Each student is assigned to a special education teacher's caseload, and each special education teacher reviews his/her caseload biweekly to monitor student progress and provided services.
- New Visions AMS provides regular and meaningful opportunities for collaboration between at-risk program staff and general education teachers. Special education teachers have a minimum of two hours per week during cohort meetings and department meetings to plan and coordinate with general education teachers. In addition, ICT teams meet for at least one hour per week to co-plan their lessons and learning activities.
- The school's at-risk program staff evaluate the effectiveness of their instructional strategies, interventions, supports and services through student grades, assignment completion, behavior management, test scores and students' “on track to graduation” status.
- Special education teachers provide ample training and professional development to general education teachers. The special education team delivers three professional development sessions per trimester for general education teachers. Special education teachers in ICT teams provide support to their team teachers. Special education teachers also provide additional coaching and training in more targeted areas upon request.
- Special education teachers ensure that their students' general education teachers are aware of IEP goals and IEP services through a meeting at the beginning of the year and

ACADEMIC PERFORMANCE

progress report meetings each trimester. All teachers have ready access to their students' full IEPs through the school's and network's student information systems.

- In contrast, general education teachers do not have an adequate understanding of the needs of ELLs they teach or their language proficiency goals. The newly hired ESL teacher plans to work with at-risk program staff and general education teachers to create systems that ensure regular communication around ELL students' needs and goals.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The New Visions AMS education corporation board (the “board”) carries out its oversight responsibilities with unwavering focus on student achievement. The school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

SUNY Renewal Benchmark 2A:

Is the school faithful to its mission and does it implement the key design elements included in its charter?

New Visions AMS is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of this report and Appendix A, respectively. As identified under the academic section, and the information that follows in this section, New Visions AMS continues to strengthen its total educational program. Based on the data generated by one graduating cohort to date, the school has begun to deliver its promise to prepare students for meaningful postsecondary engagement.

SUNY Renewal Benchmark 2B:

Are parents/guardians and students satisfied with the school?

To report on parent satisfaction with the school’s program, the Institute used survey data as well as data gathered from a focus group of parents representing a cross section of students.

Parent Survey Data. The Institute compiled data from NYCDOE’s 2014-2015 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Responses from the 2014-2015 survey indicate parents/guardians and students are satisfied with the school, however, the 30% survey response rate may not be sufficiently high to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs.

The 12 parents in attendance at the focus group indicated strong loyalty to and satisfaction with the school. Parents are especially happy with the frequency and content of the communication they receive from the school, the extent to which the school hosts events that include the participation of the broader community and the support they receive from the school in preparing their students to apply for and enroll in college.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 87.3% of New Visions AMS’s students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The

ORGANIZATIONAL PERFORMANCE

Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUNY Renewal Benchmark 2C:

Does the school’s organization work effectively to deliver the educational program?

New Visions AMS continues to build the operational capacity to deliver its educational program. The network supports the school in establishing an administrative structure with clearly defined roles and responsibilities.

- The school has adequate resources to support achievement of its goals, but retaining experienced staff has been a challenge throughout the charter term. Assistant principal retention has been poor, with the most experienced assistant principal having only two years of experience at the school. Similarly, teacher retention has been low over the charter term. At the time of the renewal visit, new teachers comprise about 30% of the instructional staff.
- Although New Visions AMS recently improved its school wide discipline system, teachers do not implement it with consistency throughout classrooms. Some classrooms clearly focus on instruction with little low-level disruption, while others have ongoing, more serious disruptions regularly. Early in the charter term, less experienced teachers relied on the dean of students to manage student behavior and the discipline methodology included automatically assigning students to after school detention. This year, discipline options for teachers include: teacher/student mediation conducted by the dean, referral to counseling, detention, parents meetings, or putting students on a behavioral improvement plan with the dean. Teachers may also participate in team empathy to better understand student needs.
- New Visions AMS, with network support, has been thoughtful and deliberate in its attempts to increase its ELL enrollment. The school competes with at least two other schools in the neighborhood that may be more appealing to the families of ELLs (one being an international school and the other being a bi-lingual school). With this issue in mind, the network is spearheading more varied recruiting methods including valuable community partnerships with the intent to increase the number of ELLs attending the school.

SUNY Renewal Benchmark 2D:

Does the school board work effectively to achieve the school’s Accountability Plan goals?

The board works closely with the network to ensure the school meets its operational and academic priorities including the goals outlined in its Accountability Plan. Specifically, the board is focused on improving New Visions AMS’s graduation rate and the academic performance of the school’s students with disabilities.

ORGANIZATIONAL PERFORMANCE

- Board members possess skills and experience in finance and non-profit governance that allows them to adequately govern the school. The board recognizes that it lacks board experience in K-12 education and is working to recruit members with that skill set in order to better assess and monitor the effectiveness of the academic program.
- The board reviews a comprehensive data dashboard at its monthly meetings. The dashboard includes information about the school's academic achievement, attendance, enrollment and each student cohort's progress toward graduation. The network or school leaders provide ad hoc supplemental information at the board's request and the board reports that the network and school leaders fulfill those requests in a timely manner.
- The board appropriately identifies academic priorities that include increasing the school's overall four year graduation rate. The board also recognizes the need to increase student enrollment and teacher retention. The school employs a parent and community liaison, who implements and monitors several strategies to increase student enrollment and has modified the school's salary structure to help retain quality members of the teaching staff.
- The board works with the network to recruit, hire and retain key personnel. The network supports the board in its personnel searches and the board ultimately makes decisions about hiring and dismissal of the school's leader. After the 2014-15 school year, the board hired an assistant principal from within the school to replace the school's founding leader, executing a strategic decisions to hire a school leader with knowledge and experience of the existing academic program and school culture.
- The board has formally evaluated the performance of the EMO just twice during the charter term but has continually held the EMO accountable for student outcomes during contract negotiations.

SUNY Renewal Benchmark 2E:

Does the board implement, maintain and abide by appropriate policies, systems and processes?

In material respects, the board has abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school but these systems should be better formalized. The board demonstrates a clear understanding of its role in holding the school leadership and network accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board holds monthly board meetings and has instituted a lateness policy for board members to ensure effective use of time.
- The board does not utilize committees which can overburden board members as a whole as individual members also serve as trustees of New Visions Charter High School for Humanities.
- The board receives financial reports and information. Due to a shortage in enrollment for the 2015-16 school year, the board has directed the principal to present plans for a revised budget and has provided the network with enrollment targets for the remainder of this school year and moving forward.

ORGANIZATIONAL PERFORMANCE

- The board receives specific and extensive reports on each program including fiscal and academic performance.
- Due to the board members' common oversight of multiple charter schools as individual trustees, school and New Visions staff meet regularly to share best practices and to collectively modify school policies and procedures.
- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board was made aware of thefts by certain staff members of moneys in the 2014-15 school year. Under the supervision of the Institute, the board, network and school investigated the matter in a timely and thorough manner; responded swiftly and revised policies and procedures to prevent further misuse of funds.
- The board provides a focus or theme to each board meeting to educate themselves as to issues currently facing the schools. The board would benefit from more formalized onboarding of new members and continuous training of current members as to their role within the organization.
- The board has evaluated the network but failed to do so in the last year. The board seeks input from staff as to network performance. The board believes it holds the network to task and has a healthy dialogue with the network as to priorities and goals. The board is results driven but may not be in a position to best assess what would lead to better results due to lack of academic knowledge on the board.
- The board evaluates itself but not in a formalized manner.
- The board admits that it must work on formalizing its processes to ensure continuity and accountability.

SUNY Renewal Benchmark 2F:

Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. The Institute noted the following.

- **Complaints.** The school has generated few informal complaints. No formal complaints required review by the Institute, and initial inquiries found no violations. One complaint involved an allegation that a teaching assistant had inappropriate photographs on his computer of 13 – 15 year old females, a former student of a charter school not authorized by SUNY and a 10th grade student at another SUNY authorized charter school. The Institute found that the employee left New Visions before these allegations came to light and then his contract was not renewed at the same other SUNY authorized charter school for unrelated reasons. In addition, the case was referred to the NYC Police Department and the Institute was not informed of any charges being brought against the former employee.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, New Visions AMS is fiscally sound. The SUNY Fiscal Dashboard for New Visions AMS is included in Appendix D and presents color coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the course of the charter term.¹⁴

New Visions AMS has entered into a charter management agreement with New Visions to provide academic and financial management oversight of the school.

SUNY Renewal Benchmark 3A:

Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

New Visions AMS has adequate financial resources to ensure stable operations and maintains fiscal soundness through conservative budgeting practices and routine monitoring of revenues and expenses.

- The principal leads the annual budget process and requires input from key school staff members and network personnel including the chief operations officer to clarify programmatic objectives, assumptions and plans for the next year.
- The principal presents the budget to the board for review. Once the board is satisfied, it approves the budget by formal vote. The network monitors implementation of the budget.
- On a monthly basis, actual to budget comparisons are analyzed with significant variances requiring further analysis by the principal to determine whether it is a permanent or temporary variance. If necessary the principal will lead a budget revision for the board to approve.
- The charter term included some enrollment challenges, although actual enrollment has increased as grades were added since 2013-14. An increase notwithstanding, the school has had difficulty staying close to its chartered enrollment. At the end of 2014-15, the school's actual enrollment of 445 students was 82% of its 542 chartered enrollment. During the first quarter of 2015-16, the school's actual enrollment remained low totaling 455 students, 80% of its chartered enrollment (the charter agreement limit).
- The next charter term projections the school submitted with its renewal application reflect a flat enrollment of 566 while maintaining conservative budgets anticipating a lower enrollment in the range of 88% for the next two years.
- The draft management agreement for the next charter term reflects a fee structure range that will need further clarification. The agreement will need review and approval by the Institute before being finalized for the next charter term.
- The collective bargaining agreement with staff expired July 31, 2015 and is under negotiations. The budget projections include contractual obligations.

¹⁴ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

FISCAL PERFORMANCE

- The school is co-located in NYCDOE space and has no financial responsibility for rent, utilities, security or janitorial costs.

SUNY Renewal Benchmark 3B:

Does the school maintain appropriate internal controls and procedures?

The education corporation generally establishes and maintains appropriate fiscal policies, procedures and internal controls.

- The network is responsible for developing and maintaining fiscal policies and procedures for the school that ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles (“GAAP”). Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, credit card usage, fixed assets, grants/contributions, capitalization and accounting, procurement and investments.
- The education corporation accurately records and appropriately documents transactions in accordance with established policies.
- The education corporation’s most recent audit report of internal control over financial reporting related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

New Visions AMS complies with reporting requirements.

- The education corporation presents annual financial statements in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation’s independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.

SUNY Renewal Benchmark 3D:

Does the school maintain adequate financial resources to ensure stable operations?

The education corporation maintains adequate financial resources to ensure stable operations.

- New Visions AMS posts a fiscally strong composite rating on the Institute’s financial dashboard indicating a consistent level of fiscal stability over the charter term.
- New Visions AMS has relied primarily on recurring operating revenues and accumulated surpluses and is not dependent upon variable income for its financial needs.
- New Visions AMS prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly. It retains approximately 2.5 months of cash on hand.
- As a new requirement of charter agreements, New Visions AMS maintains a separate bank account for the dissolution fund escrow of \$75,000.

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

With limited data, New Visions AMS has met its academic Accountability Plan goals and maintains a sufficiently strong and effective educational program. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

New Visions plans for the future are to continue to operate New Visions AMS in its current configuration. The Institute finds the plans for New Visions reasonable, feasible and achievable based on its renewal review.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

Plans for the Educational Program. The education corporation plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future.

	Current Charter Term	End of Next Charter Term
Enrollment	566	566
Grade Span	9-12	9-12
Teaching Staff	45	45
Days of Instruction	180	181

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve the education corporation in the next charter term and plan to add additional members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, the education corporation presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the EMO. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other EMO contracts, when executed.

The school intends to continue to provide instruction for 9th through 12th grade students in its current location, a co-located facility in the Bronx.

FUTURE PLANS

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

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Appendix A

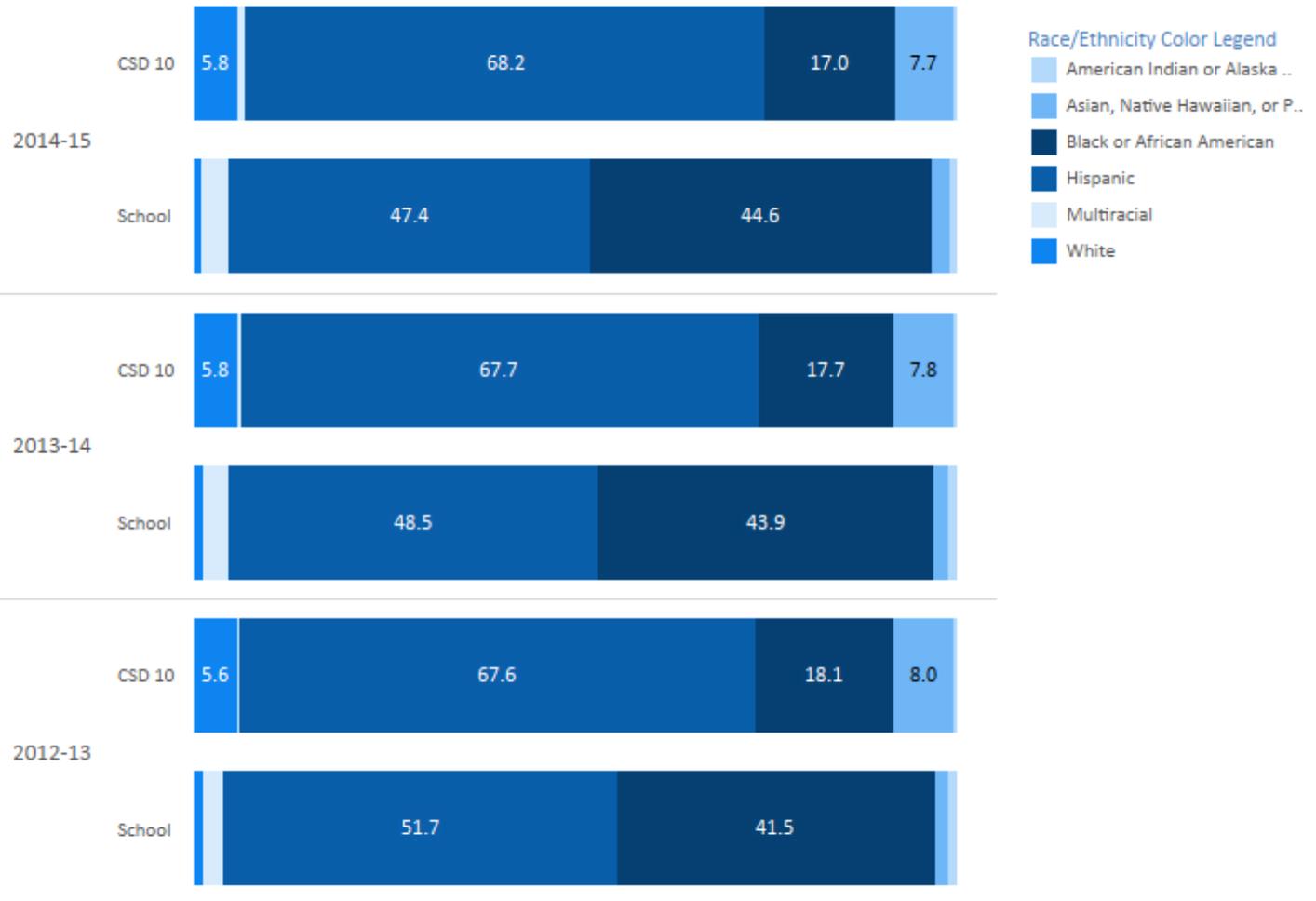
New Visions AMS School Overview

APPENDIX A: NEW VISIONS AMS SCHOOL OVERVIEW

Board of Trustees¹⁵

Board Member Name	Position	Board Member Name	Position
John A. Sanchez	Chair	John Alderman	Trustee
Gary L. Ginsberg	Treasurer	Stacy Martin	Trustee
Ronald Chaluisan	Secretary	Peter Cantillo	Trustee

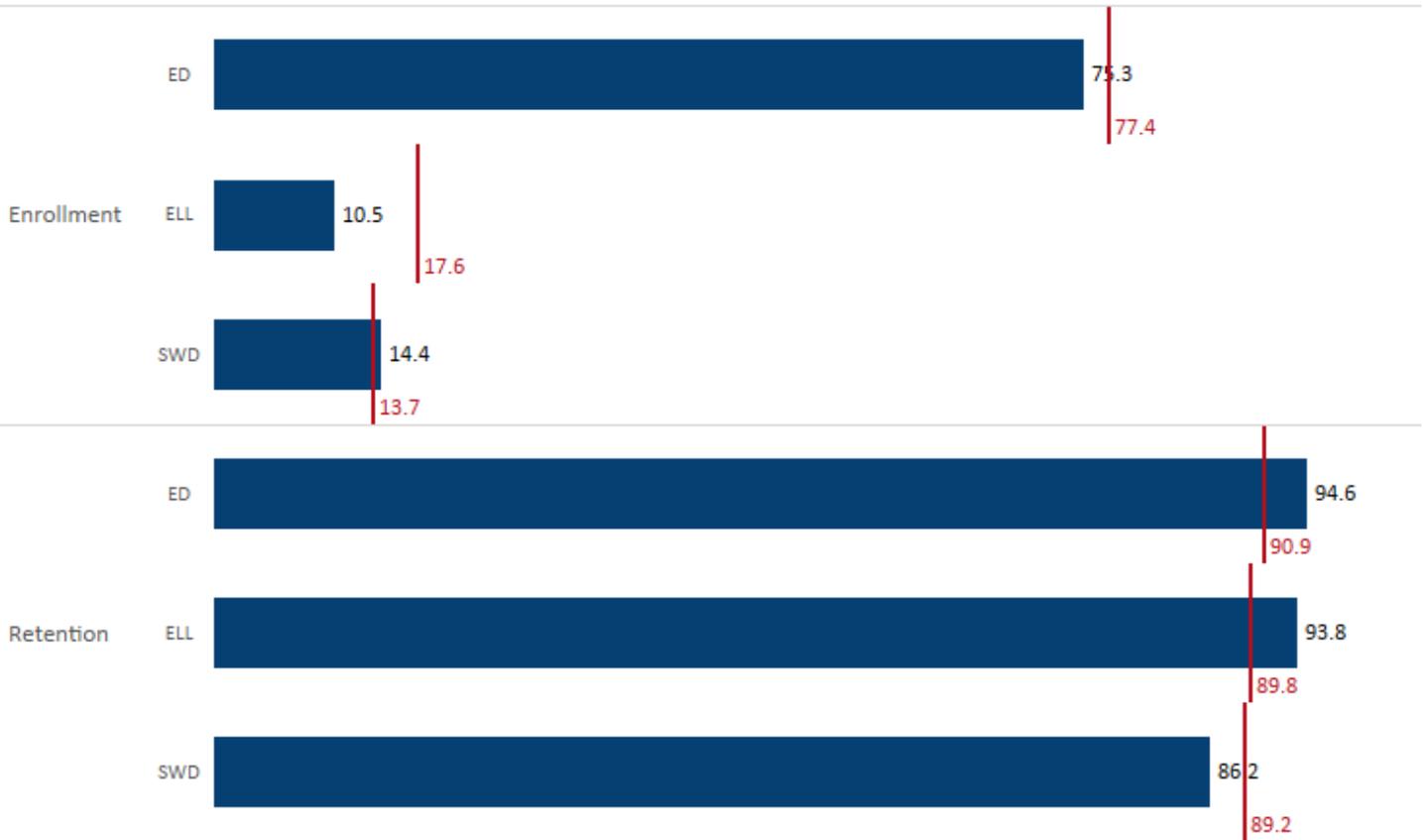
Student Demographics: Race/Ethnicity



¹⁵ Source: The Institute's board records at the time of the renewal review.

APPENDIX A: NEW VISIONS AMS SCHOOL OVERVIEW

Enrollment and Retention Targets



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the most recently available data from NYSED.

Timeline of Charter School Renewal

● School Opening ■ Initial Renewal - Full Term ▲ Initial Renewal - Short Term



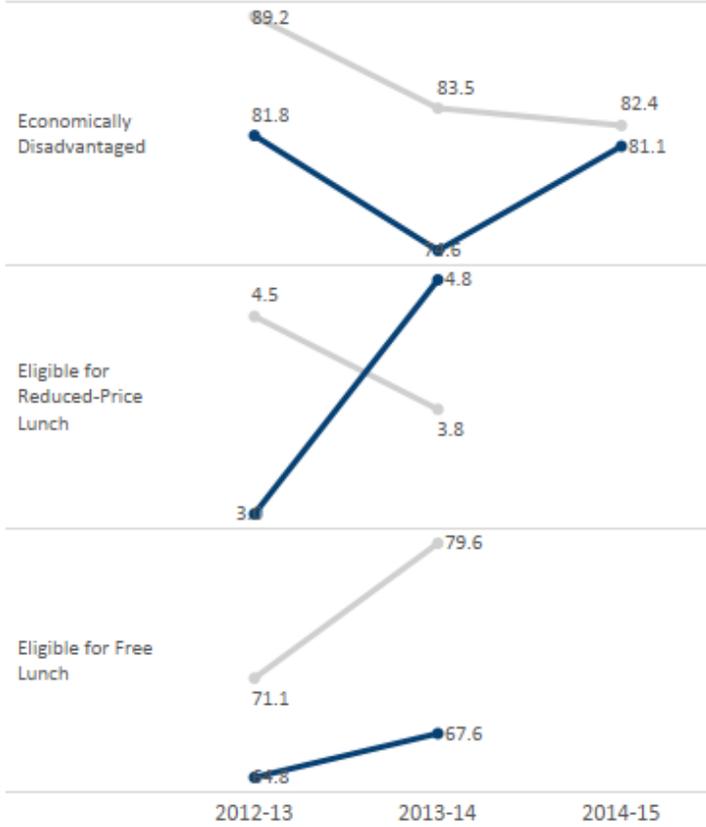
Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

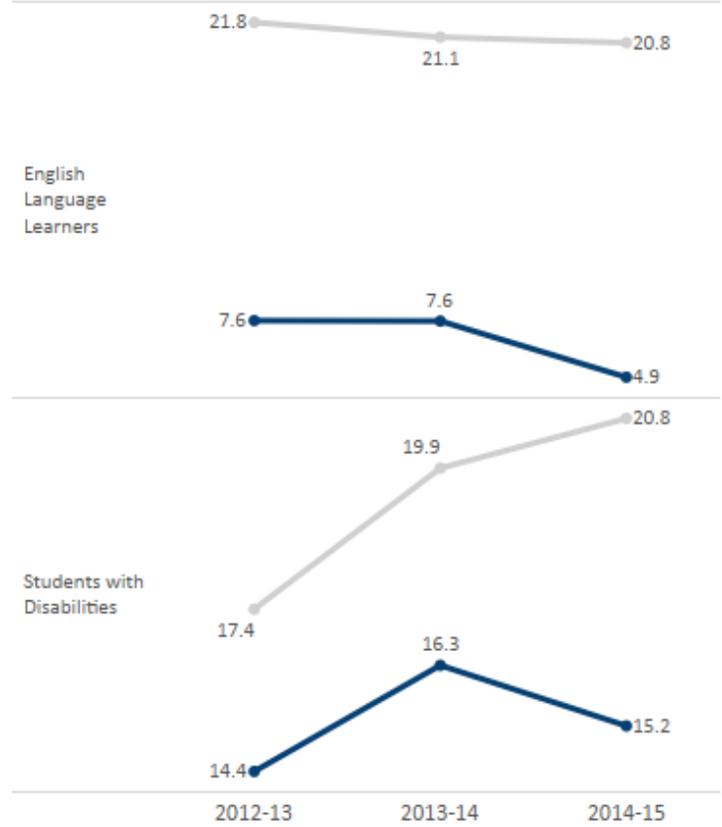
APPENDIX A: NEW VISIONS AMS SCHOOL OVERVIEW

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

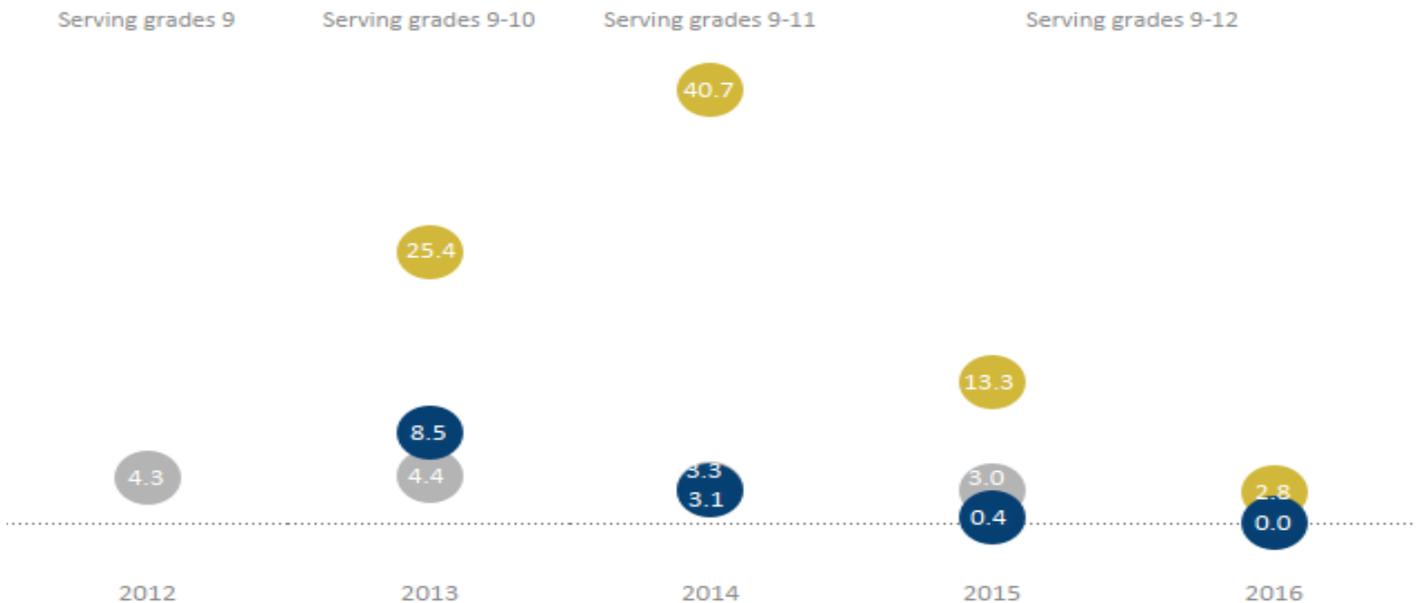
Student Demographics: Special Populations



The charts show trends in enrollment in the **school** and the **district** for each subgroup over the charter term.

APPENDIX A: NEW VISIONS AMS SCHOOL OVERVIEW

Suspensions: New Visions Charter High School for Advanced Math and Science's **in school suspension rate** and **out of school suspension rate** and the **district overall suspension rate**.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁶	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2011-12	125	115	92%	9	9
2012-13	249	230	92%	9-10	9-10
2013-14	397	343	86%	9-11	9-11
2014-15	542	445	86%	9-12	9-12
2015-16	566	455	80%	9-12	9-12

¹⁶ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: NEW VISIONS AMS SCHOOL OVERVIEW

Key Design Elements

Element	Evident?
An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning;	+
On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance;	+
A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs;	+
A Summer Bridge Program in August for all 9 th and 10 th grade students that sets academic and behavioral expectations and introduces them to challenge-based learning;	+
A Lower House that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of Upper House which engages students in an array of experiences with a post-secondary focus;	+
Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities;	+
Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances ¹ , offering events for networking and celebration, providing information about graduation requirements and students' academic progress and creating a culture that emphasizes college and career readiness;	+
Student support services that address students' socio-emotional needs from college counseling to crisis management;	+
Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness; and,	+
Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.	+

School Leaders

School Year(s)	Name(s) and Title(s)
2011-12 to 2014-15	Julia Chun, Principal
2015-16 to Present	Robert Hiller, Principal

APPENDIX A: NEW VISIONS AMS SCHOOL OVERVIEW

Parent Satisfaction: Survey Results

Response Rate: 30%

Instructional Core: 98%
Systems for Improvement: 96%
School Culture: 86%

School Visit History

School Year	Visit Type	Date
2011-12	First Year Visit	April 18, 2012
2013-14	Evaluation Visit	April 30, 2014
2015-16	Initial Renewal Visit	November 16-17, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
November 16-17, 2015	Jeff Wasbes	Executive Deputy Director for Accountability
	Adam Aberman	External Consultant
	Jared Boyce	External Consultant
	Joey Gustafson	External Consultant

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Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARY

SCHOOL PERFORMANCE SUMMARY New Visions Charter High School for Math Science



	2012-13		MET	2013-14		MET	2014-15		MET
	2009 Cohort N	%		2010 Cohort N	%		2011 Cohort N	%	
English Language Arts									
ABSOLUTE MEASURES									
1. Each year, 75 percent of students will score at least 65 on the Regents English exam.							115	93	YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N	%		Low Performing Entrants N	%		79	92	YES
3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	APL	AMO		APL	AMO		142	170	NO
		163			166				
COMPARATIVE MEASURE									
4. Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam will exceed the percent of students from the local school district.	Comparison: School	District		Comparison: School	District		Comparison: CSD 10 School	District	YES
							92.0	71.7	
GROWTH MEASURES									
5. The group of students who have taken the grade 10 to 12 ACT assessments will reduce the gap between their average score the previous year and the College Readiness Benchmark score by 50%.			-			-	2013 Cohort N	%	
							65	58	
Mathematics									
ABSOLUTE MEASURES									
1. Each year, 75 percent of students will score at least 65 on a Regents math exam.							115	97	YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents math exam.	Low Performing Entrants N	%		Low Performing Entrants N	%		46	93	YES
3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	APL	AMO		APL	AMO		126	154	NO
		142			148				
COMPARATIVE MEASURE									
4. Each year, the percent of students in the high school Accountability Cohort passing the Regents mathematics exam will exceed the percent of students from the local school district.	Comparison: School	District		Comparison: School	District		Comparison: CSD 10 School	District	YES
							97	75.2	
Growth Measure									
5. The group of students who have taken the grade 10 to 12 ACT assessments will reduce the gap between their average score the previous year and the College Readiness Benchmark score by 50%.	School	State		School	State		2013 Cohort N	%	
							63	16	

APPENDIX B: SCHOOL PERFORMANCE SUMMARY

SCHOOL PERFORMANCE SUMMARY New Visions Charter High School for Math Science



High School Graduation	2012-13			MET	2013-14			MET	2014-15			MET			
	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted				
ABSOLUTE MEASURES															
1. Each year, 75 percent of students in each Graduation Cohort will pass their core subjects and be promoted to the next grade.	2011	125	96.0	YES	2011	120	93.0	YES	2011	115	92%	YES			
	2012	98	95.0	YES	2012	120	82.0	YES	2012	111	84.0%	YES			
					2013	101	67	NO	2013	106	87.0%	YES			
									2014	111	81.0%	YES			
2. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different Regents exams required for graduation.	2011 Cohort N		% passing ≥ 3 Regents	YES	2012 Cohort N		% passing ≥ 3 Regents	NO	2013 Cohort N		% passing ≥ 3 Regents	NO			
	120		88.0		120		63.0%		106		63.0%				
3a. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2009 Cohort N		%		2010 Cohort N		%		2011 Cohort N		%	YES			
									116	91					
3b. Each year, 95 percent of students will graduate after the completion of their fifth year.	2008 Cohort N		% Graduating		2009 Cohort N		% Graduating		2010 Cohort N		% Graduating				
COMPARATIVE MEASURE	Comparison: School District				Comparison: School District				Comparison: School CSD 10 District						
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.									91		67	YES			
College Preparation															
COMPARATIVE MEASURES		N	School	State	NO		N	School	State	NO		N	School	State	NO
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Math	Reading	105	37.0	42.5		Reading	108	35	41.1		Reading	83	36	46.9	
	Math	105	37.0	44.0	NO	Math	108	39	42.8	NO	Math	83	39	48.6	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.		N	School	State			N	School	State			N	School	State	NO
	Reading					Reading					Reading	93	398	489	
	Math					Math				Math	93	415	502	NO	
SCHOOL DESIGNED MEASURES															
3. College Preparation At least 50% of students in the graduating cohort will earn an Advanced Regents Diploma or Diploma with Honors									N		%				
									116		3.0			NO	
4. The percent of graduating students who meet the state's APM will exceed the state average.									School		State				
									29		50.0			NO	
5. Each year, 75 percent of graduating students will pass an AP exam, CLEP exam, or successfully complete college-level coursework.									N		%				
									85		73.0			NO	
6. College Attainment and Achievement Each year, 75 percent of students in the fourth year graduating class will enroll in a college or university in the year after graduation.		N		%			N		%		N		%		
									116		77.4			YES	

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Appendix C

District Comments

The Institute has received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: SCHOOL FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

New Visions Charter High School for Advanced Math and Science

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

Opened 2011-12

	2010-11	2011-12	2012-13	2013-14	2014-15
Cash and Cash Equivalents - GRAPH 1	-	368,710	386,532	312,776	1,355,145
Grants and Contracts Receivable	-	320,905	440,178	405,190	388,467
Accounts Receivable	-	8,791	3,342	136	-
Prepaid Expenses	-	4,852	8,614	22,485	3,056
Contributions and Other Receivables	-	7,144	-	-	-
Total Current Assets - GRAPH 1	-	710,402	838,666	740,587	1,746,668
Property, Building and Equipment, net	-	33,254	24,464	43,056	40,779
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	743,656	863,130	783,643	1,787,447
Accounts Payable and Accrued Expenses	-	145,884	201,334	116,409	188,210
Accrued Payroll and Benefits	-	62,033	234,633	97,068	110,857
Deferred Revenue	-	-	6,215	14,196	1,378
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	95,664	144,785	111,528	128,838
Total Current Liabilities - GRAPH 1	-	303,581	586,967	339,201	429,283
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	303,581	586,967	339,201	429,283
Unrestricted	-	440,075	276,163	444,442	1,358,164
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	440,075	276,163	444,442	1,358,164
Total Liabilities and Net Assets	-	743,656	863,130	783,643	1,787,447
Resident Student Enrollment	-	1,562,720	3,050,460	4,626,626	6,244,372
Students with Disabilities	-	319,421	300,240	509,346	569,875
State and local	-	109,425	-	-	-
Federal - Title and IDEA	-	82,645	163,780	191,698	285,761
Federal - Other	-	237,880	693,706	657,612	245,149
Other	-	350,000	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,662,091	4,208,186	5,985,282	7,345,157
Regular Education	-	1,386,028	3,061,403	4,121,710	4,832,105
SPED	-	375,171	758,287	1,072,057	1,089,467
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	1,761,199	3,819,690	5,193,767	5,921,572
Management and General	-	475,653	544,217	629,643	531,169
Fundraising	-	18,475	33,665	47,882	58,761
Total Expenses - GRAPHS 2, 3 & 4	-	2,255,327	4,397,572	5,871,292	6,511,502
Surplus / (Deficit) From School Operations	-	406,764	(189,386)	113,990	833,655
Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	33,311	25,474	54,289	80,067
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	33,311	25,474	54,289	80,067
Total Unrestricted Revenue	-	2,695,402	4,233,660	6,039,571	7,425,224
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	2,695,402	4,233,660	6,039,571	7,425,224
Change in Net Assets	-	440,075	(163,912)	168,279	913,722
Net Assets - Beginning of Year - GRAPH 2	-	-	440,075	276,163	444,442
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	440,075	276,163	444,442	1,358,164

APPENDIX D: SCHOOL FISCAL DASHBOARD



New Visions Charter High School for Advanced Math and Science

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	301,505	334,774	380,927	1,187,273
Instructional Personnel	-	741,067	1,929,880	2,774,578	2,733,755
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,042,572	2,264,654	3,155,505	3,921,028
Fringe Benefits & Payroll Taxes	-	249,144	556,056	765,471	843,100
Retirement	-	10,083	74,125	147,139	128,335
Management Company Fees	-	184,742	336,654	478,822	587,612
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	28,805	68,329	88,170	20,853
Professional Fees, Consultant & Purchased Services	-	163,860	232,429	321,976	284,107
Marketing / Recruitment	-	17,377	23,875	32,702	358
Student Supplies, Materials & Services	-	126,563	246,586	217,526	251,477
Depreciation	-	10,994	13,386	29,865	26,761
Other	-	421,187	581,478	634,116	447,871
Total Expenses	-	2,255,327	4,397,572	5,871,292	6,511,502

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	125	249	397	542
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	115	230	343	445
Chartered Grades	-	9	9-10	9-11	9-12
Revised Grades	-	-	-	-	-

Primary School District: School District 1 (New York City)

Per Pupil Funding (Weighted Avg of All Districts)	2010-11	2011-12	2012-13	2013-14	2014-15
	-	13,527	13,527	13,527	13,777
Increase over prior year	0.0%	100.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

Revenue

Operating	-	23,138	18,297	17,450	16,506
Other Revenue and Support	-	290	111	158	180
TOTAL - GRAPH 3	-	23,428	18,408	17,608	16,686

Expenses

Program Services	-	15,308	16,608	15,142	13,307
Management and General, Fundraising	-	4,295	2,513	1,975	1,326
TOTAL - GRAPH 3	-	19,603	19,121	17,117	14,633
% of Program Services	0.0%	78.1%	85.9%	88.5%	90.9%
% of Management and Other	0.0%	21.9%	13.1%	11.5%	9.1%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	19.5%	-3.7%	2.9%	14.0%

Student to Faculty Ratio

	-	8.2	7.7	7.6	10.1
--	---	-----	-----	-----	------

Faculty to Admin Ratio

	-	2.8	3.8	9.0	2.4
--	---	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.5	1.1	2.0	2.6
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Adequate	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	406,821	251,699	401,386	1,317,385
As % of Unrestricted Revenue	0.0%	15.1%	5.9%	6.6%	17.7%
Working Capital (Current) Ratio Score	0.0	2.3	1.4	2.2	4.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Good	Excellent

Quick (Acid Test) Ratio

Score	0.0	2.3	1.4	2.1	4.1
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Good	Good	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.4	0.7	0.4	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	MEDIUM	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Good	Excellent	Excellent

Months of Cash - GRAPH 8

Score	0.0	2.0	1.1	0.6	2.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	HIGH	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Poor	Good

Average -
5 Yrs.
OR Charter
Term

18,848
185
19,032

15,091
2,527
17,618

86.1%
13.9%
8.0%

10.1

2.4

2.0
Fiscally Strong

594,323
11.4%
2.5
MEDIUM
Good

2.5
LOW
Excellent

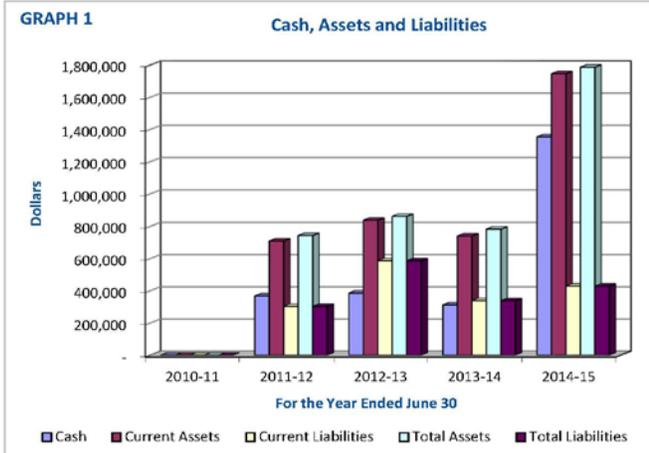
0.4
LOW
Excellent

1.5
MEDIUM
Good

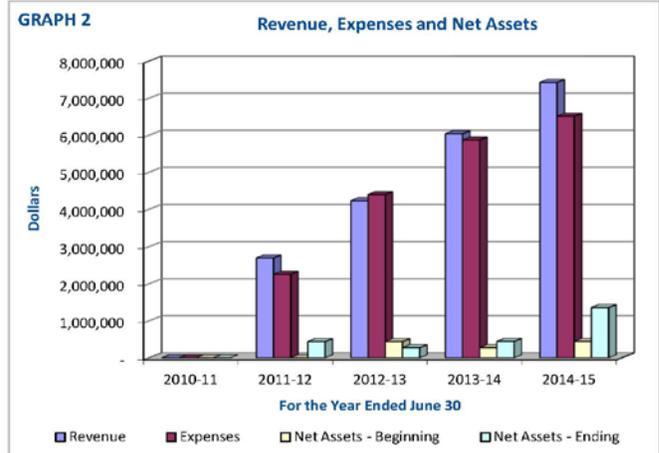
APPENDIX D: SCHOOL FISCAL DASHBOARD



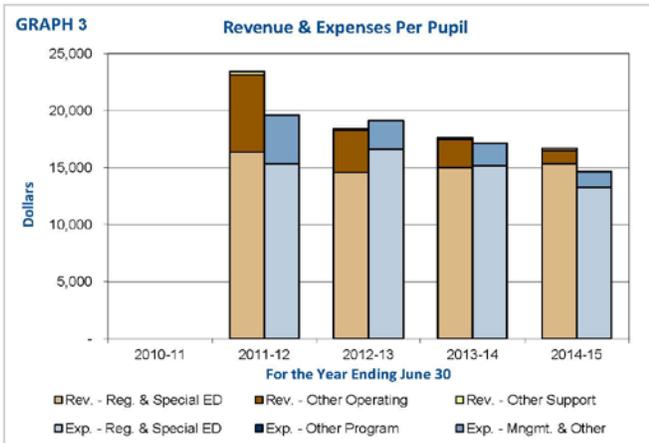
New Visions Charter High School for Advanced Math and Science



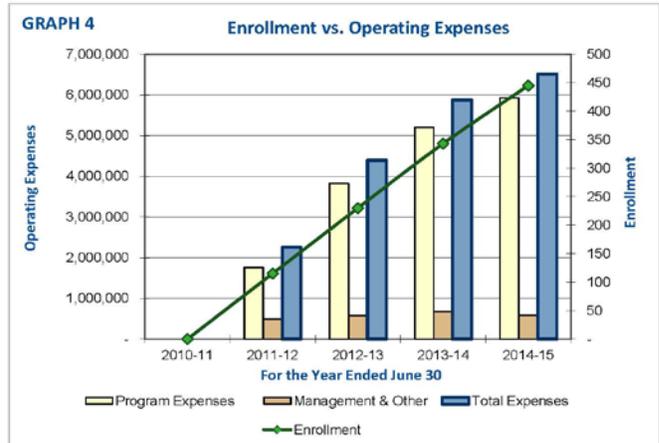
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

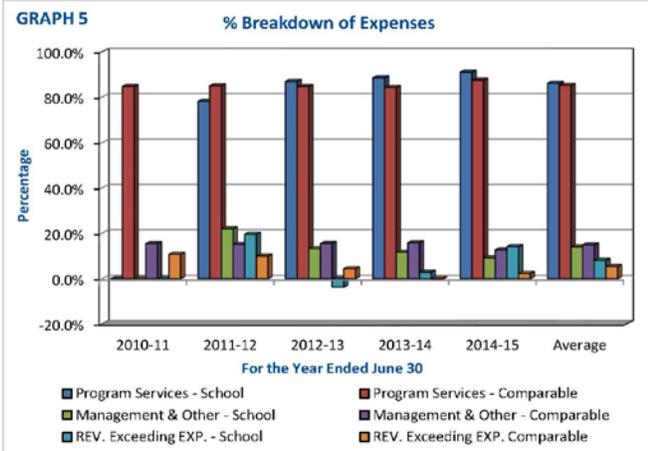
APPENDIX D: SCHOOL FISCAL DASHBOARD



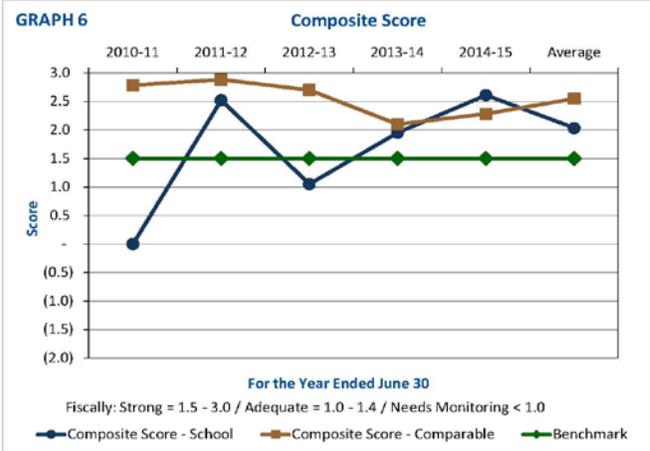
New Visions Charter High School for Advanced Math and Science

Comparable School, Region or Network: New York City & Long Island Schools

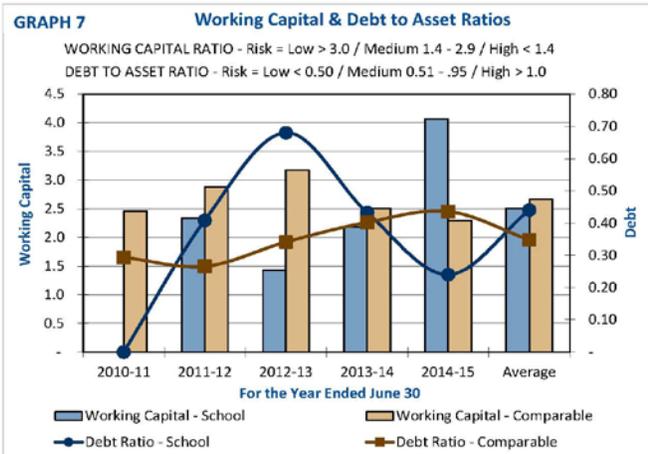
* Average = Average - 5 Yrs. OR Charter Term



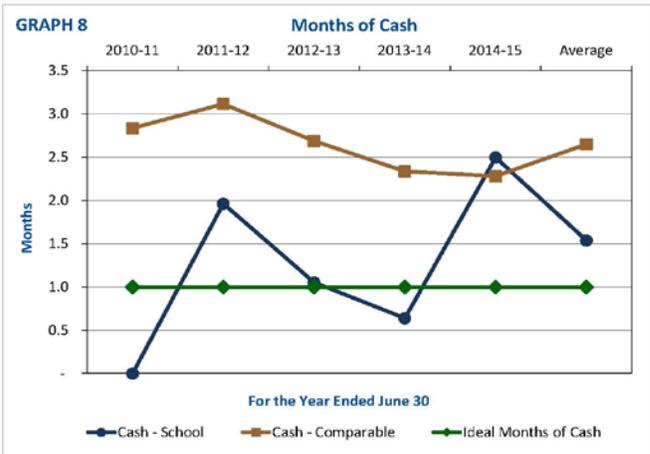
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.