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THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
NEW VISIONS AIM CHARTER HIGH
SCHOOL II*

Report Date: March 9, 2022

Review Date: November 18-19, 2021

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

NEW VISIONS AIM CHARTER HIGH SCHOOL II

1010 Reverend James A. Polite Avenue, Bronx | Grades: 9-12 | NYC Community School District 12

The State University of New York Board of Trustees (the “SUNY Trustees”) approved New Visions AIM Charter High School II (“AIM II”) on May 24, 2017 as a restructuring renewal of ROADS Charter School II (“ROADS II”). AIM II’s restructured program began serving 164 students in 9th – 12th grade in fall 2017.



MISSION

New Visions AIM Charter High Schools provide youth who face the greatest obstacles to successful high school completion with the supports, experiences, and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

CURRENT CHARTER

Serves: 9th – 12th

Chartered Enrollment:
250

Charter Expiration:
July 31, 2022

PROPOSED FUTURE CHARTER

Serves: 9th – 12th

Chartered Enrollment:
250

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

Evidence based and technology enabled administrative systems;



Defined postsecondary pathways, comprised of direct partnerships with postsecondary programs; postsecondary planning; academic and career pathway postsecondary preparation; student outcome tracking; and, alumni support;



Intensive and personalized academic supports, including personalized education program assignments based on comprehensive diagnostic assessments, evidence-based instructional design and delivery, and extended-day academic supports;



Flexible and personalized academic programming, targeted blended learning, and asynchronous digital learning opportunities;



Advisors for students who serve as the single point of contact with families, facilitate productive behavior management, and support students in achieving regular attendance; and



Provide intensive and integrated social and emotional supports.



CHARTER SCHOOL BACKGROUND

EDUCATION CORPORATION BACKGROUND

The SUNY Trustees approved the charter restructuring renewal of ROADS II to AIM II on May 24, 2017. This restructuring allowed the education corporation to serve the same students in the ROADS II location but required the charter to operate under new governance with a new educational program and not-for-profit management entity. ROADS II closed at the end of the 2016-17 school year. AIM II began transitioning the program at that time. New board members replaced the prior trustees, principal, and replaced most of the staff. AIM II officially began operating on August 1, 2017, initially chartered to serve 164 students in 9th – 12th grade. In the final year of its first charter term, AIM II is chartered to serve up to 250 students in 9th – 12th grade.

AIM II is one of 10 charters 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 charter management organization (“CMO”) for AIM II. The New York State Board of Regents (the “Board of Regents”) authorizes six of the charters. The SUNY Trustees authorize the remaining four charters: New Visions Charter High School for the Humanities, New Visions Charter High School for Advanced Math and Science, New Visions AIM Charter High School I (“AIM I”), and AIM II, all of which operate as independent education corporations. New Visions also provides educational programming to a portfolio of 71 New York City Department of Education (“NYCDOE”) schools across the city, 10 of which are transfer schools that serve students who are at least 16 years old, have been enrolled in high school prior, and are off track for high school graduation. By contract, the network provides AIM II with curriculum, assessment, instructional, operational, facilities, and back office assistance. The network is also responsible for managing and evaluating the performance of each charter and charter leader.



NOTEWORTHY

Last year, AIM II partnered with the Occupational Safety and Health Administration (“OSHA”) to offer OSHA’s 30-hour general industry certification course to AIM II students. The course trains industry workers on best practices about workplace safety and how to recognize workplace hazards. A required training for many industry careers, the credential gives AIM II students a leg up on competitors for career placement. At the end of the course, 19 AIM II students successfully earned OSHA’s credential. AIM II carefully vetted student participants who would most benefit from the course. Charter leaders identified the OSHA course as an alternative

method to re-engage students and purposefully selected participants who demonstrated difficulty engaging in AIM II’s program academically or behaviorally. By the end of the course, the staff from OSHA and AIM II agreed that the effort was tremendously successful and will continue the partnership to offer the credentialing course to more students next year.

CHARTER SCHOOL BACKGROUND

SUMMARY OF COVID-19 RESPONSE

In response to COVID-19 closures, AIM II quickly pivoted to remote learning in March 2020. The charter instituted a two-week instructional framework to improve instructional effectiveness and pedagogical capacity of teachers during remote learning. AIM II provided training and support for all teachers around the use of Google Suite to structure instructional materials and provide students asynchronous access to differentiated lessons, models, resources, and tasks in addition to supplementing and supporting student engagement in synchronous lessons. The charter continued to facilitate learning through a remote blended mastery instructional model for the remainder of the 2019-20 school year to address learning losses and allow students to work through the material in a more self-paced manner. AIM II remained remote for most of the 2020-21 school year and began inviting 10% of their population for in-person instruction in late April 2021.

RENEWAL RECOMMENDATION

Full-Term Renewal with Conditions *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of New Visions AIM Charter High School II for a period of five years with authority to provide instruction to students in 9th – 12th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 250 students subject to the following conditions:*

- by August 1, 2022, the charter must submit to the Institute for approval a local assessment plan as detailed in the charter agreement and/or other interim and/or summative assessments approved by the Institute to evaluate students’ academic achievement, progress, and growth, and how such outcomes will be used by the school to help inform academic intervention services, social/emotional learning supports, school-level improvement initiatives, and decision making;*
- by August 1, 2022, the charter must submit to the Institute for approval an action plan to improve academic performance and credit accumulation. Such action plan must specify the strategies to improve performance for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timetable and deadlines for completion of key tasks sufficient to allow the education corporation’s board of trustees (the “board”) and the Institute to monitor implementation;*
- by June 30th of each year of the renewal charter term, the board shall engage an external consultant(s) approved by the Institute in advance, to perform a programmatic audit to serve as a mechanism to monitor the charter’s growth per the Accountability Plan, student supports, social/emotional learning supports, and performance of the network per the educational services agreement;*
- by December 31, 2022, all board members will complete governance training, conducted by an external consultant(s) approved by the Institute in advance. This training shall include the topics of roles and responsibilities of a charter school education corporation board of trustees, partner/network evaluation, school leader evaluation, and stakeholder communication; and,*
- by June 30th of each year of the renewal charter term, the board shall perform the evaluation of the CMO per the educational services agreement and provide a copy of the completed evaluation to the Institute.*

RENEWAL RECOMMENDATION

The Institute makes this recommendation based on New Visions AIM Charter High School II meeting, except as noted above and herein, the criteria for charter renewal set forth in 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”).¹

To earn an **Initial² Full-Term Renewal**, a charter must either:



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,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

1:

the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. Because AIM II is the result of a restructuring renewal, the SUNY Trustees will treat AIM II, for purposes of renewal outcomes, as a charter coming to renewal for the first time.

3. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, AIM II made progress toward meeting its key Accountability Plan goals. The summary below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

AIM II is making progress toward academic success. The charter supported 38% of its most recent graduation cohort with meeting the requirements for graduation, the highest graduation rate in the charter term, and up 19% from the prior year. AIM II is developing innovative methods to support its high needs student population but has an opportunity to increase the rigor of instruction to continue driving student achievement.

Is the charter an effective, viable organization?

AIM II is making progress toward being an effective and viable organization. The organizational structure supports the charter's basic operational functions. The charter continues to develop policies and procedures to improve and grow the charter's educational program to meet the needs of AIM II students.

Is the charter fiscally sound?

AIM II is fiscally sound based on the fiscal evidence collected through renewal review. The charter school has met its fiscal benchmarks throughout the charter term, and presents a reasonable and appropriate fiscal plan for the next charter term.

If the SUNY Trustees renew the education corporation's authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

AIM II presents a plan for a subsequent charter term that is reasonable, feasible, and achievable if the charter is renewed.

Different than a NYCDOE transfer high school, students who enroll at AIM II must be at least 15 years old, have completed 7th grade, and repeated a grade at least once. The charter gives lottery preference to students who have been involved with the criminal justice system, the foster care system, and child protective services. Serving students who fit the enrollment criteria for AIM II requires New Visions to custom tailor its academic, social, and emotional supports to create a personalized, integrated, and intensive program to support students in academic attainment and developing life skills. The network has made progress toward creating such a program but the charter continues to lack a clear set of achievement data demonstrating it has achieved its goals in each of these areas.

EXECUTIVE SUMMARY

In its proposal to renew and restructure the ROADS II educational program, New Visions cited its record of successful partnerships with NYCDOE transfer schools in raising students' credit accumulation rate and graduation rate above that of students in non-New Visions NYCDOE transfer schools. The network also noted a need to adapt the curriculum resources, leadership coaching, and professional development support it typically employs in transfer schools to serve the higher need AIM II student population. Contradictory visions from charter leaders and network personnel continue to challenge the establishment and development of the educational program elements to support the needs of AIM II students in achieving academic and postsecondary success. Charter leaders habitually relay goals for student success in academics or other life outcomes but made only some progress toward establishing the comprehensive and effective tools and supports to achieve those goals. This progress is described in greater detail in the Benchmark Summary section of this report.

Although New Visions is committed to serving the charter's students, it has only partially implemented the changes it outlined in its restructuring renewal application. AIM II has defined post-secondary pathways that include high school graduation and industry credentials, yet the charter continues to develop systems to track alumni and gather data to demonstrate the overall effectiveness of the program. While the charter provides instructional programming based on students' credit attainment, instruction at AIM II continues to lack the intensity and rigor necessary to meet the specialized needs of the student population and the requirements of a Regents diploma. Overall, the network's current services to the charter have not yet resulted in an educational program that enables high levels of student attendance, Regents passing rates, and credit accumulation that result in students' post-secondary success.

Because AIM II is the result of a restructuring renewal, the SUNY Trustees will treat AIM II, for purposes of renewal outcomes, as a charter coming to renewal for the first time. AIM II, with the support of the network, continues to make progress toward meeting the expectations set forth in the charter's restructuring renewal application and its Accountability Plan goals.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant New Visions AIM Charter High School II an Initial Full Term Renewal of five years with conditions.



DP

DATA PRESENTATION

PAGES: 9-20

AP

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ACADEMIC PERFORMANCE



HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its initial five year charter term, New Visions AIM II made progress toward meeting its key Accountability Plan goals in high school graduation, postsecondary preparation, English language arts (“ELA”), and mathematics. In 2020-21, the charter demonstrated progress toward its goal when it posted a six-year graduation rate of 38%, the highest rate during the term and up 19% from the prior year. The charter also made progress toward meeting its science, social studies, and No Child Left Behind and Every Student Succeeds Act goals.

AIM II did not meet its graduation goal over the term but posted progress toward meeting the targets for its absolute measures and posted high results on some leading indicators. From 2017-18 to 2020-21, the charter’s sixth year Graduation Cohorts posted graduation rates that fell below the target of 67% each year. However, the charter increased the proportion of students graduating after six years during each year of the charter term. Notably in 2020-21, 38% of the 2015 Cohort graduated, a 19 percentage points increase from the prior year. During every year of the charter term, AIM II retained at least 84% of students enrolled in their first year at the program. The charter also retained students at rates that surpassed the target of 70% each year. In 2020-21, the charter also came close to meeting the target for another leading indicator for graduation: 63% of students in the fourth year cohort successfully completed or were exempted from at least two exams or courses required to earn a Regents diploma. In contrast, the charter did not meet the targets for its measures of credit accumulation for students enrolled in their first year or at least their second year at the charter. The charter has an opportunity to establish student cohorts based on accumulated credits upon enrolling at AIM II to set targets and track progress toward earning credits necessary for graduation. The network identified a subset of transfer high schools suitable for comparison. From 2017-18 through 2020-21, AIM II posted lower graduation rates than the comparison group in every year in which data are available. Importantly, the charter enrolls higher proportions of at-risk students including students with disabilities than its transfer high school comparison group on average. Due to this enrollment pattern, the charter has an opportunity to develop a suitable alternative comparison group.

AIM II made progress toward meeting the targets for some measures included under its postsecondary preparation goal. In 2018-19, the first year during which the charter established its career readiness portfolio for students, only 20% of graduates created a portfolio that included a career plan and employable skills profile. By 2020-21, 64% of graduates completed the career readiness portfolio falling under the target of 100% but increasing the rate by 44 percentage points. AIM II also administers an assessment to measure its graduates’ attainment of New York State’s Career Development and Occupational Studies (“CDOS”) learning standards. Although the charter’s Accountability Cohorts posted rates of achieving proficiency on the CDOS standards that fell under the target of 75% each year, the charter increased its performance over the term. From 2017-18 to 2020-21, the charter’s students in the sixth year Accountability Cohort posted proficiency rates that increased from 12% to 50%. In contrast, the charter did not meet its key absolute measure of postsecondary success over the term. In alignment with its mission, AIM II tracks the percentage of graduates who enroll in college, enter military service, enter a technical program, or make gainful employment within one year following graduation. In each year where data are available, all the charter’s sixth year cohorts did not achieve the target of 80% by meeting those criteria. In 2019-20, the most recent year with available data, only 13% of the charter’s graduates met the criteria. The charter has an action plan to leverage external partnerships and increase the capacity of its internal postsecondary team in order to improve the outcomes for students after graduation as well as improve its systems for tracking such information.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

AIM II uses a variety of assessments to monitor student progress toward proficiency in learning standards that includes external standardized assessments such as Performance Series, Renaissance STAR, and ANet for both ELA and mathematics and internally developed mastery assessments in each core academic subject. Instructional leaders and teachers use standardized assessments to check in on overall progress toward meeting learning standards. The charter's internally developed mastery assessments provide data that teachers use to regroup students and identify topics for small or whole group reteaching. The charter defines successful course completion as passing at least three mastery assessments. Teachers monitor whole class progress according to successful mastery assessment passing rates. They group students into four groups: those who are far from, close to, meeting, or exceeding the mastery assessment requirements to pass a course. This year, instructional leaders and teachers recognize a gap in rigor between the charter's internally developed tasks and assessments and external assessments, like ANet.

CURRICULUM

New Visions provides AIM II with a curricular framework that serves as a backbone for teachers to know what to teach and when to teach it. However, AIM II delivers each course curriculum in five, two-week long mastery units over three trimesters each year. Students demonstrating mastery of the academic content on the charter's mastery assessments receive credit for a course. This unique scope and sequence of academic content within five mastery units each trimester requires teachers and instructional leaders to adapt the New Visions framework to fit the charter's schedule and the learning needs of its students. With support from charter based social workers, students counselors, and student advisors, teachers develop specific, student centered learning goals that they can monitor closely for progress. Teachers then work within the New Visions curricular framework, adapting it to create lessons that move students toward meeting their goals. Instructional leaders at AIM II require teachers to include in each lesson plan a performance target, key vocabulary required to master the content, student groups aligned to learning targets, student Lexile levels, and scripted questions intended to drive the lesson and student understanding. Although the mastery grading system and trimester schedule afford AIM II the flexibility it needs to meet students where they are in their learning and provide instruction to move them forward, the charter struggles to appropriately retrofit New Visions' standard curriculum into its highly customized teaching and learning design. Charter leaders and the network, with the support and oversight of the board, must closely examine the effectiveness of the curriculum and its delivery to develop a whole charter strategic approach to developing curricular materials that meet the needs of all AIM II students.

ACADEMIC PERFORMANCE

PEDAGOGY

AIM II is working to improve the quality of instructional delivery throughout the charter. Teachers prepare lessons demonstrating a deep understanding of how students learn and consistently employed strategies to meet the unique needs of learners. Specifically, teachers offered different approaches to teaching and learning to effectively engage students with a range of learning styles and preferences. For example, when students engaged in rigorous debates on topics of interest, teachers offered students the option to actively engage in discussions, capture ideas on chart paper, or share ideas with peers through online learning platforms. Students had the option to read along when presented a text or listen to audio recordings of texts. Teachers also offered several tools for note-taking, including chart paper, note catchers, and graphic organizers, and teachers used a variety of technology platforms to engage in learning activities. In a few classes, teachers provided opportunities for students to make connections with everyday life or previous learning experiences, engaged students actively in instruction, and initiated opportunities for guided practice and independent work time. Although teachers used instructional practices to motivate and engage students in content, performance tasks did not clearly align with the charter's curriculum or the rigor of state standards. Specifically, it is not evident that the network, teachers, and charter leaders work collectively to align state standards, identify performance targets, and evaluate the effectiveness of instructional plans and assessments within all grade levels and across all content areas. As a result, objectives were not specific or measurable; instructional rigor was low; and, mastery assessments were underdeveloped. Notwithstanding the charter's requirement to include them in lesson plans, teachers only occasionally asked questions and frequently missed opportunities to engage students in higher-order thinking. The charter has consistent structures in place to maximize learning time. The charter recognizes challenges with student attendance and is working to increase engagement through Saturday school, attendance interventions, and incentives. The charter maintains an environment of respect through restorative circles and positive behavior interventions and support. Charter staff members referenced a behavior point system, but no points were allocated in any lessons observed.

INSTRUCTIONAL LEADERSHIP

AIM II is developing its instructional leadership to fully support teachers. AIM II is developing a mastery-based learning model to solve challenges with a traditional instructional program. Although the charter has a deep understanding of its target population and clear instructional vision, it is not evident that the network, board, and charter leaders work collectively to design the instructional model, identify performance targets, and evaluate the effectiveness of performance tasks and instructional plans to improve student achievement. Specifically, there is no evidence of systems, teacher development, and processes to ensure the curricular programs and lessons meet the rigor of the standards required to ensure the efficacy of the curriculum scope, sequence, and pacing design. Despite these challenges, the charter has coaching structures in place to support the development of teaching staff. Instructional leaders hold weekly coaching sessions with teachers and conduct classroom observations daily using the Danielson Framework, a research based rubric to evaluate teaching and learning. Based on daily observations, instructional leaders create coaching meeting agendas

ACADEMIC PERFORMANCE

that outline clear topics that leaders then need to address in coaching meetings. Department team meetings are goal oriented to encourage peer collaboration. In department meetings, teams examine student work, analyze student performance on assessments, and plan appropriate intervention. Instructional leaders conduct informal observations and formal teacher evaluations. Charter leaders acknowledge challenges with rigor observed in most classes and are working to develop instructional strategies and professional development sessions to improve critical thinking and higher order thinking skills.

AT RISK PROGRAM

By the very nature of the charter's mission, every student at AIM II is at risk of academic failure. Every student comes into the charter reading below grade level according to the Performance Series assessment. In addition, 49% of enrolled students have individualized education programs ("IEPs") and 24% are English language learners ("ELLs"). Within its mastery scoring structure and trimester schedule, the charter uses various strategies to support students and move them to content mastery and graduation. Every core academic classroom has two teachers with specific roles to support students. Co-teachers often separate classes into smaller groups to focus on specific learning targets and closely monitor student progress on quick checks and mastery assessments to understand where students need more support. Teachers and instructional leaders identify students with the highest needs and assign them to Read180, an intensive, research based program designed to accelerate students' literacy skills. AIM II leverages its co-teaching model to support students with disabilities and ELLs. AIM II's director of instruction for special education monitors student data and observes student performance in the classroom to determine progress toward IEP goal attainment among students with disabilities.

ELL teachers push into classrooms to support ELLs scoring in the higher proficiency levels on the New York State English as a Second Language Achievement Test ("NYSESLAT"). The charter provides a standalone English literacy class for ELLs with greater English language acquisition needs. ELL teachers differentiate materials to support students with different learning needs appropriately using more advanced English vocabulary or Spanish translations to ensure students can access lesson content. AIM II leverages various staff members to support students' and families' social and emotional health and support learning in these areas. Various staff members serve as primary point people within the charter for students and families. These staff members reach out to students who are absent for more than a day and work to re-engage students or facilitate student engagement. Notwithstanding the variety of intensive and innovative supports AIM II provides to students, low rigor in learning tasks and assessments evident throughout lessons at the charter do not propel students to meeting state learning standards and meeting the requirements for high school graduation.

ACADEMIC PERFORMANCE

ORGANIZATIONAL CAPACITY

AIM II has the opportunity to continue to develop its organizational capacity to effectively support the delivery of the educational program. While New Visions has identified areas of need for AIM I and AIM II, the network has not effectively differentiated its supports to meet the unique educational and programmatic needs of the AIM I and AIM II charters. At the time of the Institute's visit, many instructional and non-instructional staff members were fulfilling responsibilities across multiple positions. However, staff members know who to go to for what, and the operational staff effectively allow the charter's instructional team to focus on the academic program. Charter and network leaders have improved structures and systems to meet the unique needs of AIM II's student population. However, staff retention, timely replacement of staff members, and a lack of clearly defined and aligned supports continue to hinder the effective implementation of the charter's programmatic plans. While the charter continues to struggle with student retention, AIM II's enrollment of 240 students is significantly higher than its enrollment during the previous charter term. While the charter and network review academic data regularly, the charter and network do not yet have a system in place to monitor the effectiveness of the overall educational program for the needs of AIM I and AIM II specifically.

BOARD OVERSIGHT & GOVERNANCE

The board and New Visions continue to develop an understanding of the needs of AIM II students. While the network and board have worked to put new programs and systems in place, the board must take the opportunity to continue to assess the new systems and changes to support the charter in meeting its Accountability Plan goals and the needs of AIM II students. Board reports contain various data points covering academics, finance, and organizational data, such as staff vacancies and recruitment efforts. However, the board has the opportunity to implement a more formal dashboard to monitor key indicators more systematically and use "mission moments," a specific time during board meetings when the board hears directly from students about their life experiences and how the charter can best support them, to ensure the board's data analysis matches the needs of the AIM II. The board identifies clear priorities for improving the program on the ground and key metrics for monitoring the charter's learning outcomes. However, the board must better align the metrics the board examines in its quantitative reports and its stated priorities. Additionally, while the board actively examines the performance of the network and the AIM II charter leader, it has the opportunity to strengthen its evaluations by defining clear milestones and performance targets for New Visions. The regular review of these metrics would position the board to hold the network accountable for supporting the charter in achieving its mission.

The board implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the charter. The board has developed over the charter term a clearer understanding of its role in holding the charter leadership and partner organization accountable for academic results, fiscal soundness, programming, and services to students. The board is dedicated to the specific mission of the charter and spends time in each board meeting reflecting on outcomes as related to the mission. The board implements a comprehensive code of ethics and conflicts of interest policy in accordance with applicable law and minutes reflect the board abides by its bylaws and holds meetings in accordance with the Open Meetings Law.

ACADEMIC PERFORMANCE

During the charter term, the board developed effective communication with the network. The board took effective action during the charter to more clearly delineate its expectations of the network. The development of the data reporting system demonstrates the board's shift to relating supports to academic outcomes. The board is reflective about feedback from the Institute but needs to act with more urgency to foster progress for currently enrolled students. The board recognizes a need to continue the development of a committee structure to enable the board to appropriately manage and structure needed work.

COMPLIANCE REPORTING



HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The charter substantially complies with applicable laws, rules and regulations, and provisions of its charter agreement. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and posted portions of the annual reports on the charter’s website in accordance with the charter and the Act. However, the charter has not posted the annual audit reports which are a part of the annual report. The Institute will ensure compliance prior to the start of the next charter term.

Management Agreement The board must annually perform the evaluation of the CMO per the educational services agreement. The board would benefit from receiving feedback from all stakeholders, including charter leadership, to ensure not only the delivery of services but also the quality and appropriateness of the services.

FOIL

The charter has an appropriate Freedom of Information Law (“FOIL”) policy except it fails to link to the site of the New York State Committee on Open Government as required and the charter’s website fails to provide a FOIL subject matter list. The Institute will follow up with the charter to update the policy prior to the next charter term.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
15%	91%	96%	76%	96%

Parent Survey Data

The Institute compiled data from the charter's 2020-21 family satisfaction survey. In 2020-21, 15% of families who received the survey responded. Although the response rate was low, AIM II's leadership team added more resources for social emotional support for students as a result of feedback from parents who responded. The charter also increased the frequency with which it hosts town hall meetings from twice to 10 times per year in response to parent feedback on the survey.

Parent Focus Group

The Institute asks all charters 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 charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with four AIM II families during the renewal visit. Families expressed satisfaction with the charter program and noted that program staff, including counselors, principals, and teachers, were extremely responsive to their needs. During remote learning in the 2019-20 and 2020-21 school years, parents report that communications were not perfectly clear but that charter staff members were very supportive and helped clear up any confusion. Families consistently described the benefits of the small environment and caring demeanor among teachers and other staff members. Families also shared that the charter has a clear mission and expectations: to support students to succeed academically and enter college or employment.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on AIM II's renewal application on October 5, 2021 by videoconference. Twelve people spoke in support of the application. The principal spoke of the charter's mission to serve over-age and under-credited students and prepare

COMMUNITY SATISFACTION

them to excel in their academic, professional, and personal lives by fostering a sense of community. Student attendance, graduation rates, and student retention have increased over the charter term according to the principal. The principal also spoke to future plans of building on identifying the student population through enrollment preferences and further developing a comprehensive student support system where each student has a primary point person and personalized plan. No one spoke in opposition.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 67% of AIM II students returned from the previous year, up from only 51% two years prior. Student persistence data from previous years of the charter term is available in student demographics section of the report.

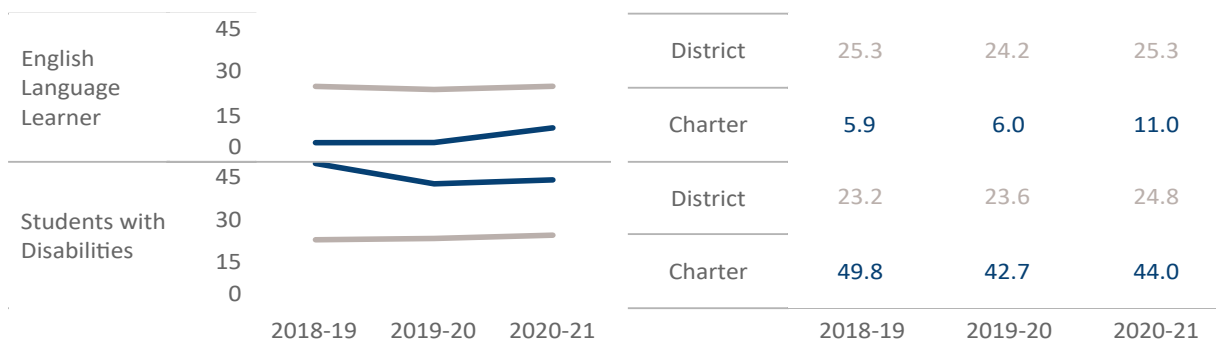
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York City Department of Education ("NYCDOE") or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

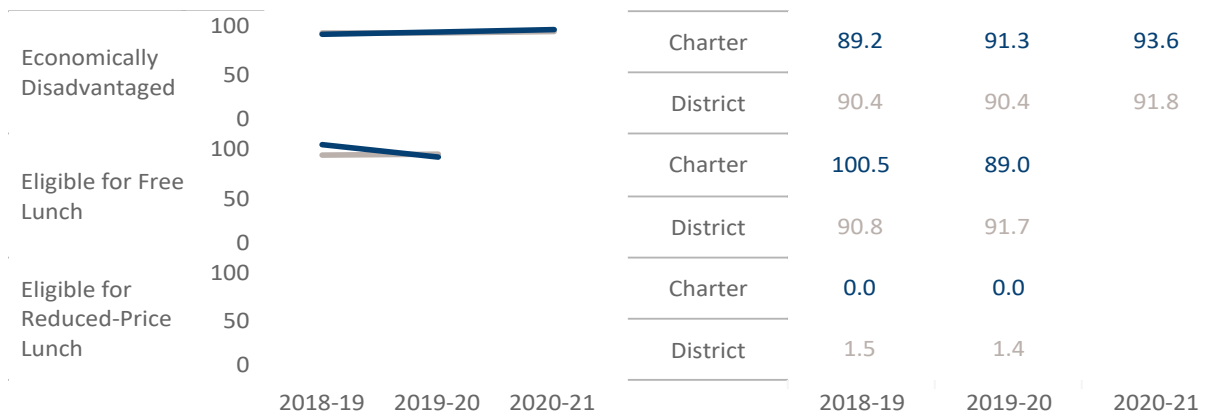
New Visions AIM Charter High School II

Bronx CSD 12

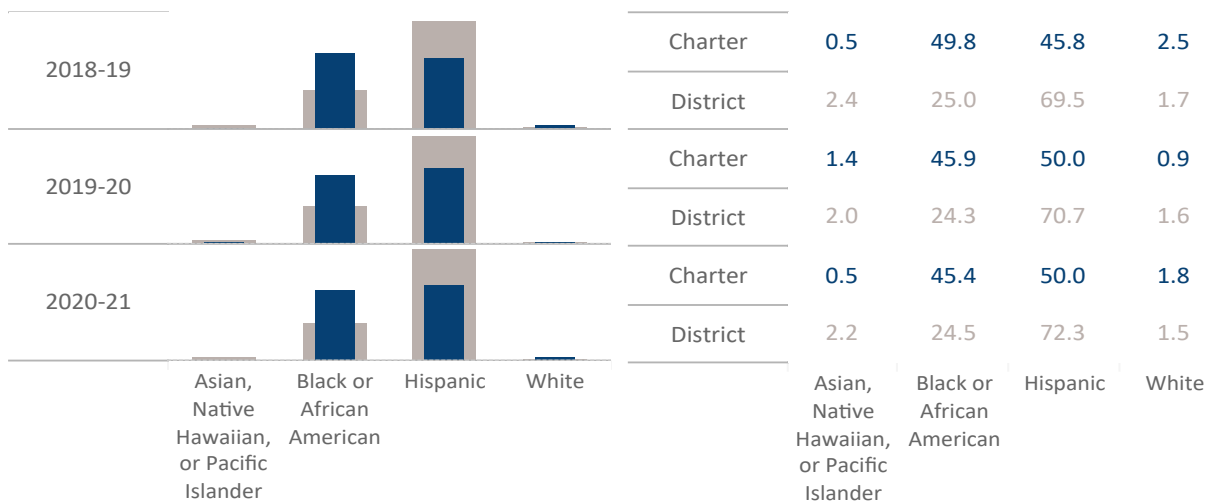
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

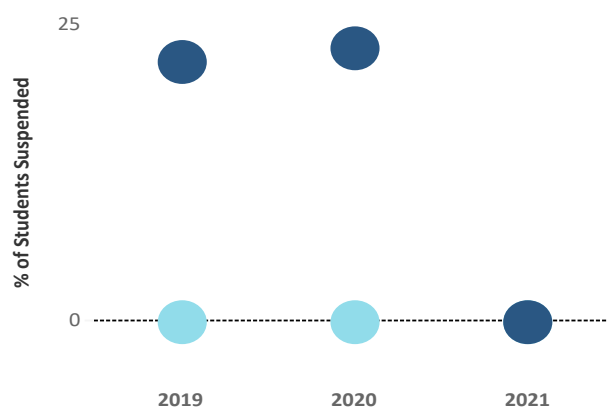


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

New Visions AIM Charter High School II

Bronx CSD 12



ISS Rate

OSS Rate

2019	0.0	21.9
2020	0.0	23.0
2021	0.0	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total 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.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

		2019	2020	2021
2018-19	50.8			
2019-20	58.0	0	0	0
2020-21	67.3			

New Visions AIM Charter High School II's Enrollment and Retention Status: 2020-21

		Target	Charter
enrollment	economically disadvantaged	89.1	93.2
	English language learners	22.4	11.8
	students with disabilities	18.5	43.4
retention	economically disadvantaged	88.6	67.5
	English language learners	87.2	75.0
	students with disabilities	88.2	71.1

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter 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, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

AIM II met its enrollment targets for economically disadvantaged students and students with disabilities. The charter typically enrolls proportions of students with disabilities much higher than the district. Although the charter did not meet its targets for retaining students in the three subgroups, AIM II's overall student retention rate is increasing as a result of the charter's efforts to keep students engaged in school. AIM II will continue to employ the following programmatic and student support elements and strategies in the next charter term:

- holding open house presentations in-person;
- meeting and establishing relationships with community agencies that serve AIM II students and families including targeting foster care feeder programs, court-involved and juvenile justice programs, homeless/youth and family shelters, and special education programs;
- attending comprehensive high school and transfer school fairs, and establishing relationships with nearby schools' guidance counselors;
- attending parent/teacher conferences and events at other schools for students that need a transition;
- placing media advertisements and engaging in social media marketing campaigns;
- surveying current families and students for prospective referrals; and,
- identifying the top five schools from which the student body transfers from for targeted recruitment.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

AIM II is fiscally sound based on the Institute's review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.⁵



AIM II opened in 2012-13 as ROADS II authorized by the SUNY Trustees. Effective July 1, 2017, the SUNY Trustees allowed ROADS II to restructure as AIM II and has operated as such through entire current charter term. The assets and liabilities of the education corporation remained the same as the restructuring was not a financial restructuring.

AIM II has a charter management agreement with New Visions to support the charter in the areas of curriculum, student evaluation, recruitment, training, professional development, compliance, external relations, financial management, and technology that reflects a 10% management fee. The management fee percentage will remain unchanged in the next charter term.



DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

AIM II operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+

5. 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.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation's Financial Policies and Procedures manual is reviewed and updated on a regular basis.	AUGUST 2019

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

AIM II has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+

FISCAL ANALYSIS

Un-audited quarterly reports of income, expenses, and enrollment.

+

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.

+

Grant expenditure reports.

+

DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

AIM II maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+

FISCAL ANALYSIS

The education corporation is in compliance with all loan covenants.

N/A

AIM II has reported operating surpluses and deficits throughout the current charter term with all deficits being offset by accumulating surpluses. The charter's fiscal dashboard reflects fiscally strong with \$1.3 million in net assets and 3.3 months of cash on hand to pay liabilities due shortly as of June 30, 2021. AIM II has adequately funded and maintained \$75,000 in an escrow account in case of dissolution.

FISCAL ANALYSIS

NEW VISIONS AIM CHARTER HIGH SCHOOL II

CHARTER 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**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

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
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
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 Temporally 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 2012-13

2016 17	2017 18	2018 19	2019 20	2020 21
506,201	655,497	460,455	996,624	1,434,646
120,585	175,624	115,230	165,309	226,215
-	-	-	-	650
-	-	22,966	2,139	15,023
5,303	2,480	-	-	-
632,089	833,601	598,651	1,164,072	1,676,534
-	-	18,932	31,307	19,312
75,063	75,289	577,025	76,642	76,467
707,152	908,890	1,194,608	1,272,021	1,772,313

40,219	41,772	658,637	19,098	54,536
257,277	65,778	70,596	129,829	175,879
126,054	128,988	-	-	-
-	-	-	-	-
-	-	-	-	-
20,000	47,239	194,004	169,362	239,452
443,550	283,777	923,237	318,289	469,867
-	-	-	-	-
-	-	-	146,122	-
443,550	283,777	923,237	464,411	469,867

263,602	625,113	271,371	807,610	1,302,446
-	-	-	-	-
263,602	625,113	271,371	807,610	1,302,446
707,152	908,890	1,194,608	1,272,021	1,772,313

2,574,109	2,572,063	2,840,597	3,438,958	3,653,506
1,338,649	772,892	353,343	918,221	1,577,739

84,734	71,112	106,644	107,809	17,117
203,152	225,566	257,430	228,024	361,229
5,793	7,772	21,643	20,347	30,556
-	-	-	548,858	146,122
-	-	-	-	-
-	-	-	-	-
4,206,437	3,649,405	3,579,657	5,262,217	5,786,269

1,683,825	1,580,547	3,006,038	2,327,179	2,107,431
2,472,154	1,281,008	865,443	1,851,111	2,488,656
-	-	-	-	-
4,155,979	2,861,555	3,871,481	4,178,290	4,596,087
455,858	434,803	574,265	588,001	699,565
-	-	-	-	-
4,611,837	3,296,358	4,445,746	4,766,291	5,295,652

(405,400)	353,047	(866,089)	495,926	490,617
-----------	---------	-----------	---------	---------

-	-	500,000	-	-
-	-	-	-	-
35,784	8,464	12,347	40,313	4,219
-	-	-	-	-
35,784	8,464	512,347	40,313	4,219

4,242,221	3,657,869	4,092,004	5,302,530	5,790,488
-	-	-	-	-
4,242,221	3,657,869	4,092,004	5,302,530	5,790,488

(369,616)	361,511	(353,742)	536,239	494,836
633,218	263,602	625,113	271,371	807,610
-	-	-	-	-
263,602	625,113	271,371	807,610	1,302,446

FISCAL ANALYSIS

NEW VISIONS AIM CHARTER HIGH SCHOOL II

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2016 17	2017 18	2018 19	2019 20	2020 21
1,094,672	900,406	973,128	1,201,919	1,318,581
1,790,868	1,086,181	1,470,022	1,850,497	2,040,452
-	-	-	-	-
-	-	-	-	-
2,885,540	1,986,587	2,443,150	3,052,416	3,359,033
680,800	376,912	451,142	566,225	618,955
32,061	107,976	58,768	142,083	214,109
399,845	341,607	328,666	444,982	523,125
-	-	-	-	-
5,312	11,983	13,356	6,806	2,501
192,816	118,275	740,410	171,987	78,636
23,007	1,666	1,749	1,374	3,172
114,580	63,217	101,278	66,992	27,850
45,275	-	4,708	13,254	17,689
232,601	288,135	302,519	300,172	450,582
4,611,837	3,296,358	4,445,746	4,766,291	5,295,652

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
250	164	201	223	243
250	164	201	223	243
184	186	196	246	235
9-12	9-12	9-12	9-12	9-12
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	14,027	14,527	15,307	16,150
0.0%	100.0%	3.4%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

22,922	19,620	18,264	21,391	24,622
195	46	2,614	164	18
23,117	19,666	20,878	21,555	24,640

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3

22,647	15,385	19,752	16,985	19,558
2,484	2,338	2,930	2,390	2,977
25,131	17,722	22,682	19,375	22,535

% of Program Services
% of Management and Other

90.1%	86.8%	87.1%	87.7%	86.8%
9.9%	13.2%	12.9%	12.3%	13.2%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

-8.0%	11.0%	-8.0%	11.3%	9.3%
0.0%	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

8.3	10.3	8.5	9.8	9.0
-----	------	-----	-----	-----

Faculty to Admin Ratio

2.0	1.3	1.8	1.5	1.6
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.9	2.6	0.6	2.5	2.8
Fiscally Needs Monitoring	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

188,539	549,824	(324,586)	845,783	1,206,667
4.4%	15.0%	-7.9%	16.0%	20.8%
1.4	2.9	0.6	3.7	3.6
MEDIUM	MEDIUM	HIGH	LOW	LOW
Good	Good	Poor	Excellent	Excellent

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

1.4	2.9	0.6	3.7	3.5
MEDIUM	LOW	HIGH	LOW	LOW
Good	Excellent	Poor	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.6	0.3	0.8	0.4	0.3
MEDIUM	LOW	MEDIUM	LOW	LOW
Good	Excellent	Good	Excellent	Excellent

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

1.3	2.4	1.2	2.5	3.3
MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Good	Good	Good	Good	Excellent

FUTURE PLANS



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

In the next charter term, if granted, AIM II will continue to develop its systems for supporting students' academic, social, and emotional wellbeing, and support students to attain a high school diploma or industry credential. The charter will continue developing its academic curricula along with its primary point person model, individualized learning plans, and mastery based grading system to accomplish these goals.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Plans for the Charter'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. AIM II plans to keep the key elements of its program in place while continuing to adjust some elements of its strategies to engage and support students to increase overall effectiveness. In a subsequent term, if granted, the charter will adjust its admissions criteria. AIM II will enroll students aged 16 – 21 who have previously been enrolled in high school.

Plans for Board Oversight & Governance. AIM II board members intend to remain on the board for the next charter term, if renewed. The board has a plan to fill its one vacancy and will continue to recruit community members to join the board.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, AIM II presents a reasonable and appropriate fiscal plan for the next charter term including charter budgets that are feasible and achievable.

AIM II currently operates the program in NYCDOE co-located space. The charter plans to remain in this space during the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	250	250
Grade Span	9 – 12	9 – 12
Teaching Staff	23	23
Days of Instruction	180	180

AIM II

Ax

APPENDICES

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REPORT
INFORMATION

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NEW VISIONS AIM CHARTER HIGH SCHOOL II BOARD OF TRUSTEES

CHAIR

Elizabeth Chu

TREASURER

Vikas Shoor

SECRETARY

Edgar Rodriguez

TRUSTEES

Garrett Lynch

Sharon Hayes

Daniel Voloch

CHARTER SCHOOL LEADERS

PRINCIPAL

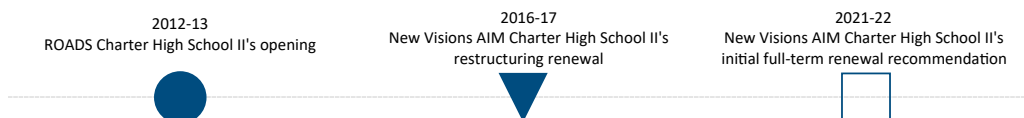
Tameka Jackson, Principal (July 2017-Present)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	164	186	113%	9 – 12
2018-19	201	196	98%	9 – 12
2019-20	223	246	110%	9 – 12
2020-21	243	235	97%	9 – 12
2021-22	250	240	96%	9 – 12

APPENDIX A: CHARTER SCHOOL OVERVIEW

TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year Visit	April 26, 2018
2018-19	Evaluation Visit	April 1-2, 2019
2020-21	Evaluation Visit	May 3 – 4, 2021
2021-22	Initial Renewal Review	November 18-19, 2021

CONDUCT OF THE RENEWAL REVIEW

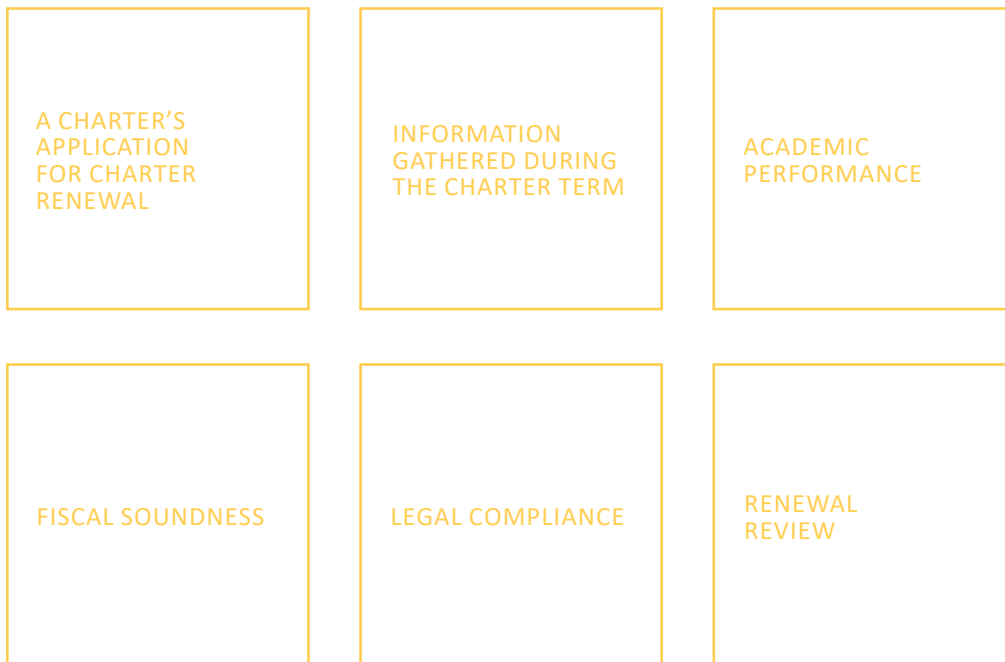
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 18-19, 2021	Jeff Wasbes	Executive Deputy Director for Accountability
	Sinnjinn Bucknell	Director of Performance and Systems
	Vickie Masséus	School Evaluation Analyst
	Kennesha Kennedy	External Consultant

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

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 a charter school's Application for Charter Renewal, and more broadly, details the merits of a charter'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").¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute's website](#).

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter 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 charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

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

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



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](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide 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 CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. 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 charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York