



Renewal Recommendation Report New Visions Charter High School for the Humanities

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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 the Humanities for a period of five years with authority to provide instruction to students in 9th through 12th grades 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 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,

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).

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

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where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation.

Although the school is not currently accountable for enrollment and recruitment targets,⁶ New Visions Charter High School for the Humanities (“New Visions HUM”) plans to use the following strategies to support the school in meeting its enrollment and retention targets in the future:

- leveraging the connections between New Visions HUM 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 is attached 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.

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 HUM’s charter approval was prior to the first RFP.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

New Visions Charter High School for the Humanities

BACKGROUND

New Visions HUM'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 Advanced Math and Science (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, New Visions HUM serves 529 students in grades 9-12.

The mission of New Visions HUM is:

New Visions Charter High School for the Humanities (HUM) 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 HUM, 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 HUM is one of seven charter schools that partner with New Visions for Public Schools, Inc. ("New Visions"), a New York not-for-profit corporation that serves as the educational management organization ("EMO" or "network") for New Visions HUM. The SUNY Trustees authorize two of the schools, which both remain independent education corporations. The Board of Regents authorize the remaining schools. 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

New Visions HUM met or came close to meeting its Accountability Plan goals during the charter term and has effective program elements in place that have generated promising, though limited, data. At the time of the renewal visit, the school had in place a dedicated school leader with roots

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

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

in the school's community holds high standards for culture and student achievement. Hallway displays and student discourse reflect dedication to achieving college and career readiness. This contrasts with challenges early in the charter term when classrooms were characterized by inattentive and disruptive student behaviors, teachers struggled to conduct and complete effective lessons, and the then school leaders were ineffective at ensuring students were prepared to succeed.

In the fourth year of the school's charter, demonstrable improvement began and the outcomes of the school's improvements began to emerge, as evidenced by its performance against its key Accountability Plan goals. Now, in the fifth year of its charter, the Institute finds that the school is graduating students with applicable skills. The school rightly continues to focus on improvement, and is putting systems in place that will enable it to effectively deliver a high quality and rigorous high school educational program in a future charter term. With a newly appointed instructional leadership team in 2014-15, New Visions HUM uses assessment data to positively impact student learning and achievement. Teachers now generally plan purposeful lessons and student behavior and the school's culture has greatly improved since the arrival of the new instructional team. In addition, the network supports the school to be an effective and financially sound organization.

In 2014-15 with its first fourth year graduation cohort, New Visions HUM posted a graduation rate of 71%, falling just four percentage points short of its absolute target of 75% but exceeding the district's four year graduation rate by 4.5 percentage points. The school's rigorous course offerings and changes to the school's culture during 2014-15 set the bar high for academic and behavioral expectations.

Also in 2014-15, New Visions HUM's overall performance on leading indicators of graduation rates was adequate, with some of its currently enrolled cohorts demonstrating strong performance. The school's 9th graders matriculated to 10th grade at a rate of 83%, while the school 10th graders matriculated to 11th grade at a rate of 68%. Overall, 77% of the school's students matriculated to the subsequent grade and the school met the target for this measure. New Visions HUM's promotion policy requires students to pass rigorous coursework before they are permitted to pass from the lower house (9th and 10th grades) to the upper house (11th and 12th grades) and this policy bears out in the school's matriculation data. Because the school implemented a new system for students to track their completion of course requirements, New Visions HUM is likely to increase its overall grade matriculation and graduation rates and post strong performance on this important academic outcome.

Based on the Institute's review of the school's performance as posted over the charter term, its ability to address initial student learning and behavioral challenges, 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 renewal visit to the school, the Institute finds that 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 HUM an Initial Full-Term Renewal.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NOTEWORTHY

New Visions HUM is developing a robust career and technical education (“CTE”) program. Students can graduate from New Visions HUM with a number of certifications in areas including digital literacy, music production, computer programming and engineering. Courses include graphic design, photography, computer language, digital recording and engineering. As part of the emerging CTE program, every student generates a resume and earns a professional certificate in the application of a learned skill. As an unintended consequence, students’ interest in and dedication to the CTE classes has improved daily attendance rates and effort in core curriculum classes. New Visions HUM’s planned CTE program is purposefully designed to integrate into the school’s curriculum: most of the course offerings will enable students to take advantage of the state’s alternative pathway to high school graduation and will likely increase New Visions HUM’s overall four year graduation rate in future years.

ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

New Visions HUM 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 has met or come close to meeting its Accountability Plan goals in the key areas of English Language Arts (“ELA”), mathematics, high school graduation and college preparation. Additionally, the school 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 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 HUM 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 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 preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable

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

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?

New Visions HUM’s grade configuration during its initial charter term began with 9th grade and added one grade each year. As such, only one data point is available for analysis at the time of renewal. Based on this limited data describing the performance of the school’s first four year graduating cohort, the school met its key Accountability Plan goals of ELA and mathematics, and came close to meeting its high school graduation and college preparation goals. The school also met its science, social studies, and NCLB goals.

With 82% and 86% of the school’s Accountability Cohort scoring at or above a 65 on the Regents exams, New Visions HUM 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 HUM met its English and mathematics goals during 2014-15.

In science, 88% 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.

New Visions HUM met its social studies goal. With 86% of students in the cohort passing the Regents U.S. History exam, the school exceeded the district’s pass rate of 69% by 17 percentage points. With 81% of students passing the Regents global studies exam, the school’s proficiency rate exceeded the district’s pass rate of 65% by 16 percentage points.

Based on adequate performance across multiple measures, the school came close to meeting its high school graduation goal during 2014-15, the only year for which data are available. New Visions HUM’s first fourth year cohort posted a graduation rate of 71%, falling just four percentage points short of its absolute target of 75% but exceeding the district’s four year graduation rate by 4.5 percentage points. The school’s rigorous course offerings and changes to the school’s culture during 2014-15 set the bar high for academic and behavioral expectations. Notwithstanding, 18 students remain enrolled during 2015-16 although they did not meet the requirements for graduation within four years after entering high school. The school’s overall performance on leading indicators of graduation rates was adequate, with some of its currently enrolled cohorts demonstrating strong performance. The school’s 9th graders matriculated to 10th grade at a rate of 83%, while the school 10th graders matriculated to 11th grade at a rate of 68%. Overall, 77% of the school’s students matriculated to the subsequent grade and the school met the target for this measure. New Visions HUM’s promotion policy requires students to pass rigorous coursework

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.

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before they are permitted to pass from the lower house (9th and 10th grades) to the upper house (11th and 12th grades) and this policy bears out in the school's matriculation data. Because the school implemented a new system for students to track their completion of course requirements, New Visions HUM is likely to increase its overall grade matriculation and graduation rates and post strong performance on this important academic outcome.

New Visions HUM also came close to meeting its college preparation goal in the one year for which data are available. Of its graduates, 68% matriculated into a two-year or four-year university or college after graduating. Although only 5% of graduates scored sufficiently high on the Regents English *and* a Regents mathematics exam such that the school could confer an Advanced Regents Diploma, 28% of the school's graduates earned early college credit while enrolled at New Visions HUM by passing an AP exam. Based on the school's performance on these measures, the school came close to meeting its college preparation goal.

ACADEMIC PERFORMANCE

New Visions Charter High School for Humanities

DESCRIPTION

FOUR YEAR GRADUATION RATE

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

Target: 75

71.4

66.9

2015

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.

38.0

5.3

2015

COLLEGE MATRICULATION

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

2015

68.0

Target: 75%

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.

82

72

2015

86

75

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?

In the last years of its charter term, the school has begun to institutionalize the collection of significant amounts of assessment data, and regularly analyzes and uses this data to meet the needs of students.

- Currently, the school regularly administers a range of assessments, some of which are aligned to state performance standards. Aside from SAT, PSAT and Regents exams, students also take mock Regents tests approximately one month prior to administration of an official Regents exam. The school administers formative tests such as end-of-unit assessments and quizzes and diagnostic assessments to 9th and 10th graders as well as 11th and 12th students with disabilities. The school also requires end-of-trimester final exams, which align to the Regents and particular state standards. The network develops ELA and mathematics finals, which some teachers modify to meet the needs of particular students.
- The school utilizes some valid and reliable processes for scoring and analyzing assessments. The school norms the grading of Regents exams by having teachers exchange student exams across the network. With regard to end-of-trimester math examinations, teachers generally meet with other teachers to determine what merits particular scores for particular questions. This process parallels the expectations for grading Regents exams and effectively norms teachers' scoring procedures.
- The school makes assessment data accessible to teachers and school leader through its PowerSchool portal. All teachers and school leaders are aware of the end-of-trimester final exam results. Student progress reports are issued every 4-6 weeks and parents and students have regular online access to student performance information through PowerSchool.
- Teachers use assessment results to meet students' needs. For example, after analyzing Regents results from last year, the social studies department determined that students needed to improve their close reading skills to better perform on the exam. In response, the school created a protocol to help students in their decoding of texts (summarizing, paraphrasing, making connections) and writing claims. Importantly, students are assigned to particular courses based on assessment results. Particularly, past student performance

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/.

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helps determine whether the school assigns students to Regents prep courses or intensive literacy support classes.

- Over the course of the last two years, school leaders use assessment results to develop professional development strategies. For instance, instructional leaders may examine teachers' grade books and as a result, develop additional nuanced instructional strategies. For instance, instructional leaders are supporting social studies teachers in their efforts to develop their student's close reading skills. Similarly, due to generally deficient reading skills amongst students across the school, leaders are instructing mathematics and science teachers on how to help students deconstruct word problems and annotate Regents-type questions.
- 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. Parents also have access to progress reports that are also sent home three times per trimester. All student academic data is available online through PowerSchool. The school is now also conducting parent-teacher conferences in the middle and end of every trimester.

SUNY Renewal Benchmark 1C:

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

The school's curriculum supports teachers in their instructional planning. Teachers use scope and sequence documents to know what to teach and when to teach it. Notwithstanding a lack of systematic review, teachers plan purposeful and focused lessons.

- The school has curriculum maps, scopes and sequences and related documents that inform teachers on what to teach and when to teach it. The network provides most of these curricular documents and teachers make some modifications to them when necessary. The social studies department tends to use the curriculum maps, scopes and sequences and unit plans the network creates with fidelity, with the exception of a few teachers who teach new course offerings this year. Mathematics teachers use the curriculum framework, scopes and sequences and unit plans the network provides. Teachers at the school and from other network schools assisted network staff in creating guidance documents for science. Despite these materials, the school does not have a systematic process in place to ensure that all standards in all grades are being met.
- Teachers regularly develop daily lesson plans, but there is no consistent, school-wide expectation for feedback on those lesson plans. For instance, in one academic department, the supervising assistant principal looks at all lesson plans every week, suggests modifications and meets individually with teachers to assist with planning when necessary. Other assistant principals prioritize lesson plan review of teachers that they deem most in need of support. Due to lack of consistency in lesson plan review across the school, some teachers report receiving little to no feedback on their lesson plans from instructional leaders. All lesson plans are available for school personnel through the use of Google Drive.
- Despite inconsistent review and lesson plan support, teachers plan purposeful and focused lessons. Unit plans reference essential questions and related formative and summative assessments. Similarly, lesson plans reference particular objectives, essential questions, assessments and closing activities for each day.

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SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

Adequate instruction is evident across New Visions HUM classrooms. Some members of the school's teaching staff plan and implement high quality lessons that provide opportunities for higher order thinking and problem solving. However, the teaching core generally lacks deep experience with regard to pedagogy. As shown in the chart below, during the visit, team members conducted 27 classroom observations following a defined protocol used in all school evaluation visits.

CLASSROOM OBSERVATION: NUMBER OF OBSERVATIONS

		GRADE				
		9	10	11	12	Total
CONTENT AREA	ELA	1	2	2	2	7
	Math	4	3	1		8
	Science	1	1			2
	Soc Stu	2	4	2		8
	Specials			1	1	2
	Total	8	10	6	3	27

- Across the school, teachers generally deliver purposeful lessons with clear objectives aligned to the school's curriculum (21 out of 27 classrooms observed). Most teachers communicate learning objectives to students for each lesson, writing each objective for students to review and telling students the purpose of the day's lesson. Teachers consistently begin classes with quick introductory activities related to students' past skills and knowledge, and describe how lessons connect to prior course content. Despite purposeful lessons, co-teachers, including those that serve students with disabilities in integrated co-teaching ("ICT") classrooms, do not have clearly delineated roles, often resulting in the two teachers working with students in ways that conflict with, rather than complement, one another.
- Half of the teaching staff regularly and effectively uses techniques to check for student understanding (13 out of 27 classrooms observed). These teachers use a variety of questioning techniques to effectively gauge students' prior knowledge and current understanding, such as cold calling, asking probing questions and requiring students to use evidence to support their answers. Teachers that check effectively also adapt their instruction based on student responses and work including adjusting the pacing of a lesson and having students revisit their introductory activities after addressing misunderstandings. In contrast, teachers who do not regularly and effectively check for student understanding usually call on the same small number of students, answer their own questions without giving students time to respond or ask questions that can be answered without a deep and clear understanding of lesson content. These teachers often do not adjust lesson pacing based on student responses, and push forward with a lesson plan even when fewer than half of their students have completed the assigned task. In cooperation with the network,

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the school's leaders are generating professional development strategies to improve these teachers' basic pedagogical skills.

- Few teachers challenge students with opportunities to develop depth of understanding, higher-order thinking and problem solving skills (7 out of 27 classrooms observed). Teachers implement their lessons in ways that require students to answer basic questions or practice rote skills. Most teachers do not effectively deliver authentic opportunities for peer-to-peer interaction and many activities are teacher-focused in delivery. In addition, many teachers rely on a small number of students to address assignments requiring higher-order thinking skills, allowing the rest of the class to merely copy information from the board. Teachers tend to remove opportunities to acquire and demonstrate deeper understanding of content by lowering the rigor of their lessons, as was seen in one class where a teacher turned an essay prompt into a "fill in the blank" activity.
- Over half of teachers establish and maintain a classroom environment with a consistent focus on academic achievement (16 of 27 classrooms observed). Teachers are generally prepared and require that every student participate in learning activities. While most teachers effectively anticipate and redirect student misbehavior to promote a high level of student engagement, some teachers regularly allow a small number of students to publicly opt-out of lessons. Most teachers communicate clear directions and expectations to students but do not communicate a sense of urgency for learning, resulting in lost opportunities to engage students and increase instructional time.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

New Visions HUM is developing strong instructional leadership. The school's principal and three assistant principals, who comprise the instructional leadership team, began their tenure at the school at the start of the 2014-15 school year. They maintain a consistent focus on regulating the culture of the school and establishing high academic and behavioral expectations for all students. Specifically, the leaders implemented new and effective systems for coaching and developing teachers upon their arrival, allowing them to better monitor student progress toward graduation and maintain high expectations for student discipline.

- New Visions HUM's instructional leaders consist of a principal and three assistant principals. Each assistant principal focuses on supporting teachers within a particular subset of academic content areas allowing each leader to develop specific methods for supporting teachers who deliver sophisticated academic content. With guidance from the school's instructional leaders early in the year, teachers developed clear and measureable goals for their own performance that include high expectations for student academic outcomes. The leaders make their high expectations for student performance transparent. For example, posters throughout the school display each student cohort's progress toward meeting graduation requirements and completing the college application process. Another poster displays student progress toward meeting the state's college and career ready standard for performance in ELA and mathematics. Another prominently displays the phrase, "The belief that every child can succeed is non-negotiable," indicating the leadership's high expectations for the schools and its teachers.

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- Instructional leaders observe teachers once monthly including pre and post-observation meetings to discuss the observation and next steps. Leaders also observe teachers informally and provide additional written feedback. This feedback contains specific, discrete recommendations for teachers to improve their pedagogical practice and ensure that students perform the cognitive lift during lessons. Leaders follow up during subsequent informal observations to ensure that teachers are implementing the recommendations. Leaders have observed each teacher and provided feedback at least twice by the time of the renewal visit.
- Teachers meet daily as content area teams to plan curriculum units and lessons. Now that the school has grown to scale, teachers that instruct the same courses can collaborate on developing lessons that effectively engage students using the school's pedagogical priority of a challenge based approach to learning.
- Early in the charter term, the network provided professional development sessions in specific content areas that teachers report were not germane to their practice. This year, the network continues to offer the sessions but no longer requires teacher attendance. New Visions HUM's instructional leaders report that the network's professional development is effective for advancing the skills of experienced teachers but is not a good match for the school's mostly young and less experienced staff members.
- The school's professional development program, designed by the new leadership team, aims to increase teachers' competencies in three key areas: using assessment data to improve instruction; increasing the rigor of questioning, critical thinking, and students' discussion; and, differentiating instruction to meet the needs of all students. The school identifies increasing learning outcomes on state reading and writing standards, establishing an effective mentoring system, and increasing performance through the use of formative assessment as goals for the professional development program.

SUNY Renewal Benchmark 1F:

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

New Visions HUM meets the needs of its ELLs, yet does not meet the educational needs of its students with disabilities and students struggling academically.

- Almost all students with disabilities come to New Visions HUM with existing Individualized Education Programs ("IEPs") from prior schools. Although the school articulates some procedures for identifying students in need of an evaluation for services based on failing courses, it does not have an objective, school-wide system for identifying and referring students that teachers understand and follow consistently.
- The nine special education teachers provide push-in ICT services to most of the school's 139 students with IEPs. However, teachers do not consistently deliver differentiated instruction in their classrooms. External agencies provide special education teacher support services ("SETSS") and other services (e.g., speech therapy) according to students' IEPs.
- While all teachers have access to their students' IEPs and IEP goals through the school's student information systems, New Visions HUM does not have effective systems in place to

ACADEMIC PERFORMANCE

ensure that general education teachers are aware of and understand their students' IEP goals.

- Most of New Visions HUM's ELLs come to the school with existing ELL designations from their prior schools with information accessible from the NYCDOE's data system. New Visions HUM uses interviews, the Home Language Identification Survey and New York State Identification Test for English Language Learners ("NYSITELL") for identifying new ELL students as needed. The two ELL teachers provide the school's 50 ELL students with stand-alone double- and single-period English as a new language ("ENL") courses, co-taught ELL-integrated courses, and additional services (e.g., testing accommodations) based on students' proficiency levels. ELL teachers ensure that ELL students' services are being received through start-of-year meetings with school administration and weekly meetings with students' teachers and guidance counselors.
- General education teachers have good understandings of their ELL student's needs and language proficiency goals. ELL teachers meet with general education teachers weekly regarding their students' language goals and course progress.
- New Visions HUM provides some regular opportunities for instructional and curricular collaboration between at-risk staff and general education teachers. ICT teams have daily common prep periods; however there are limited opportunities for special education teachers to meaningfully collaborate with general education teachers outside of these teams. This translates to missed opportunities to differentiate instruction in the classroom. ELL teachers push-in to weekly department and cohort meetings to collaborate with teachers to better support ELL students.
- New Visions HUM implements some procedures to identify students who are struggling academically, but these procedures are not systematic and embedded enough to ensure the identification of all students in need of academic intervention. Students the school views as academically at-risk attend "office hours" in which they work with their teachers to complete assignments, review past work and obtain help on course content. Students may also be assigned to mandatory Saturday school during trimester and Regents exam preparation periods.

ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The New Visions HUM education corporation board (the “board”) carries out its oversight responsibilities with unwavering focus on student achievement. The board recognizes areas for improvement and takes thoughtful actions in response. 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 HUM 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. The board’s adjustments during the school’s initial charter term resulted in improved academic outcomes and a more stable school culture while remaining true to the key design elements identified in the school’s original charter proposal.

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. Although only 67% of parents responded to NYCDOE’s 2014-2015 NYC School Survey, responses indicate satisfaction with the school. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement.

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 11 parents in attendance at the focus group indicated strong loyalty and satisfaction to the school primarily because of their ease of access to teachers, the school’s constant communication to parents about their children’s progress and the personal development they have witnessed in their students since enrolling at New Visions HUM. Some parents indicated moderate displeasure with the school’s management of their 11th and 12th graders’ time during the school day, e.g., students having too much free time or attending too many physical education classes, but the overwhelming majority of parents were satisfied with the personal development opportunities that New Visions HUM provides.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 81% of New Visions HUM students returned from the previous year, the lowest rate of the charter term. Student persistence data from previous years of the charter term is available in Appendix A. The 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

ORGANIZATIONAL PERFORMANCE

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?

While New Visions HUM has not yet achieved all college readiness aspects of its mission, it now has the operational capacity to deliver the educational program.

- In 2014, New Visions HUM hired a new principal with school turnaround experience, as well as experience working with the network. Since 2014, the school has undergone many changes to improve instruction and to improve basic operations (such as vastly improving the student culture/discipline in the building and classrooms, the hiring of assistant principals, creation of a course-offering based on student needs and corresponding tracking system, a cohort-based team structure, grade level and department structures and increased professional development offered at the school-level, etc.). These changes demonstrate that the school is able to evaluate its performance and make needed changes. These changes, made in such a short period of time, also demonstrate the quick-acting ability and experience of the current leadership team.
- The school has adequate resources to support the achievement of goals. However, leader and teacher retention has proved to be a challenge over the charter term. Assistant principal retention has been poor – all current assistant principals came in with the principal in 2014. Similarly, teacher attrition has been high since the school's inception, although it did increase 7% over the past year.
- New Visions HUM now has a system of effective discipline it applies consistently. Historically, discipline and school culture was a large problem at the school until the recent changes of the new leadership team. Teachers report classrooms that were regularly disrupted by high level infractions as well as inattention to learning. Due to systematic changes toward the end of the charter term, the school's culture is now much more positive, focusing on instruction and preparing students for meaningful post-secondary placements in college or the workforce (e.g., the phase-in of the CTE program). The school is orderly and teachers report that activities such as the new school assemblies and incentive trips help motivate students to exhibit positive behaviors. The school encourages student participation in the school community with an active student council, monthly town hall meetings and a variety of clubs and artistic outlets.
- New Visions HUM actively recruits new students and reported a waitlist of over 1,000 prospective students at the time of the renewal visit. Both the school and network work to enroll and retain at-risk students to achieve its future targets.

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

ORGANIZATIONAL PERFORMANCE

focused on improving New Visions HUM's graduation rate and the academic performance of the school's students with disabilities.

- Board members possess skills and experience in finance and non-profit governance. As it lacks experience in K-12 education, the board is working to recruit members that will be able to provide this experience to help monitor the effectiveness of the school's academic program.
- The board reviews a comprehensive data dashboard at its monthly meetings. The dashboard includes monitoring 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 identifies a set of academic priorities including increasing the school's overall four year graduation rate and ensuring that students with disabilities receive mandated services and sufficient support to ensure their success. The board also understands the need to closely monitor and increase student enrollment and teacher retention.
- 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 principal. After the 2013-14 school year, the board and the principal agreed to separate given the school's low performance. The board executed a strategic decision to hire a school leader with significant school turnaround experience. In one year, the principal was able to move the fourth year graduating cohort from 25% on track to graduating on time to 72% of the cohort actually graduating within four years demonstrating the effectiveness of the programmatic changes put in place under the new principal's leadership.
- The board has formally evaluated the performance of the EMO twice during the charter term but has held the EMO accountable for student outcomes during contract negotiations. The Institute finds the board's actions comport with good governance practices for holding its EMO accountable.

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.

ORGANIZATIONAL PERFORMANCE

- The board does not utilize committees, which can overburden board members as a whole as the individual members also serve as trustees of New Visions Charter High School for Advanced Math and Science.
- 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 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 has generally and substantially complied with applicable laws, rules and regulations as well as the provisions of its charter agreement and provisional charter. The Institute noted the following.

- [Complaints](#). The Institute received a few formal and several informal complaints regarding student discipline and promotion in doubt. One complaint requiring follow-up of the Institute alleged a staff member had thrown his/her key at a student's head injuring the student. The staff member immediately confessed to the behavior and resigned. One formal complaint consisted of a parent alleging the school inappropriately disciplined her son. The Institute found the school appropriately followed its disciplinary policy in handling the matter.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, New Visions HUM is fiscally sound. The SUNY Fiscal Dashboard for New Visions HUM 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 HUM 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 HUM has adequate financial resources to ensure stable operations and has maintained 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 by for review. Once the board is satisfied, the budget is voted on by the board. 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.
- This charter term included some enrollment challenges as the school dipped to 81% of its chartered enrollment. However, for the first quarter of the 2015-16 school year enrollment is up to 529 or 93% of chartered enrollment.
- The next charter term projections submitted with the 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 more clear definition. The agreement will need review and approval by the Institute before being finalized for the next charter term.
- The collective bargaining agreement with the staff expired July 31, 2015 and is under negotiation. The budget projections include contractual obligations.
- The school is in co-located NYCDOE space and has no financial responsibility for rent, utilities, security or janitorial costs.

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

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 EMO 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 has accurately recorded and appropriately documented 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 HUM 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 HUM 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 HUM has relied primarily on recurring operating revenues and accumulated surpluses and is not dependent upon variable income for its financial needs.
- New Visions HUM prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly. The school retains approximately 1.9 months of cash on hand.
- As a new requirement of charter agreements, New Visions HUM maintains the 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?

New Visions HUM has made progress toward meeting 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 HUM's plans for the future are to continue to operate the school in its current configuration. The Institute finds the plans 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 make progress toward meeting 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	40	40
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 are looking to add more 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 education corporation 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

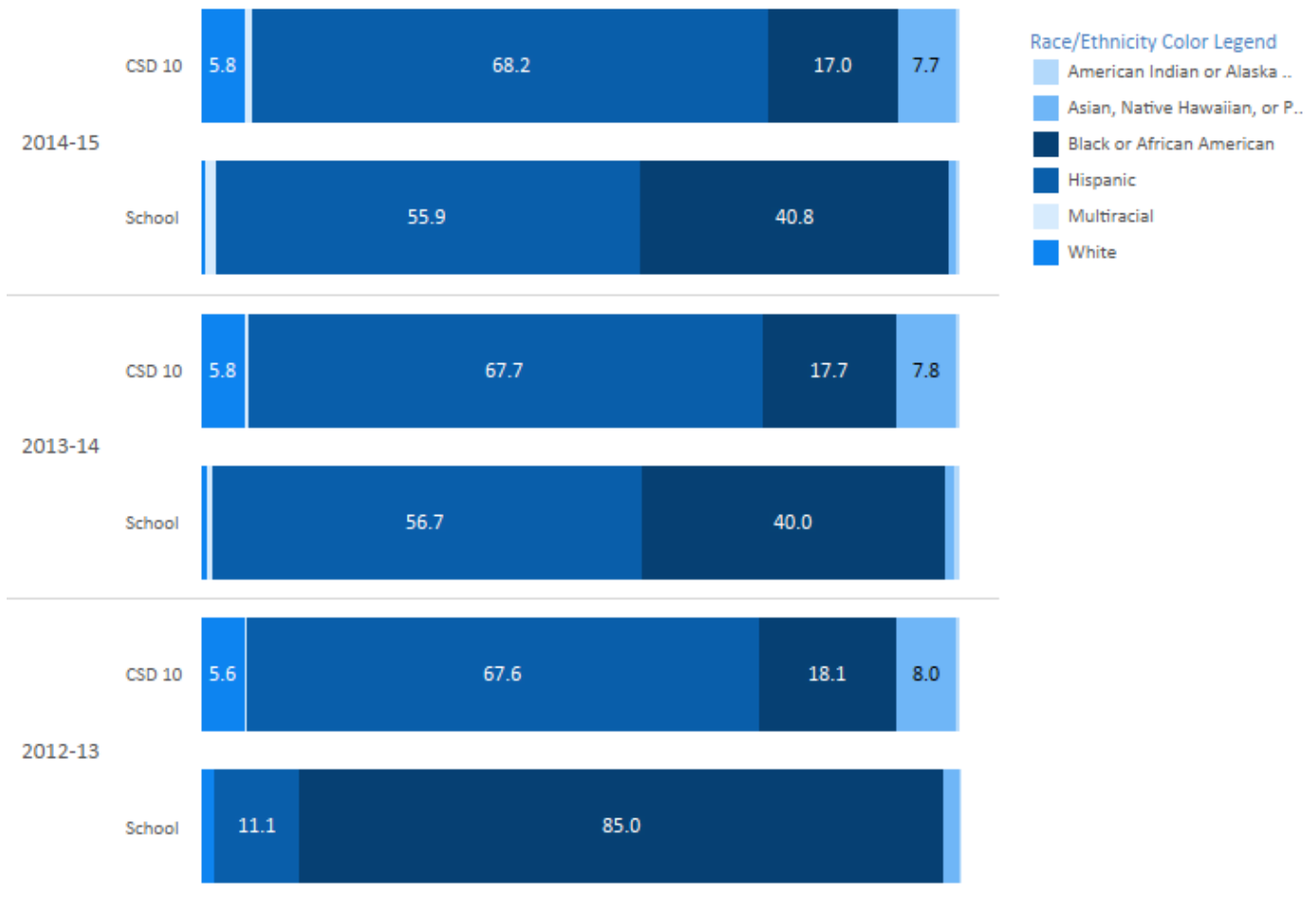
New Visions HUM School Overview

APPENDIX A: NEW VISIONS HUM 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

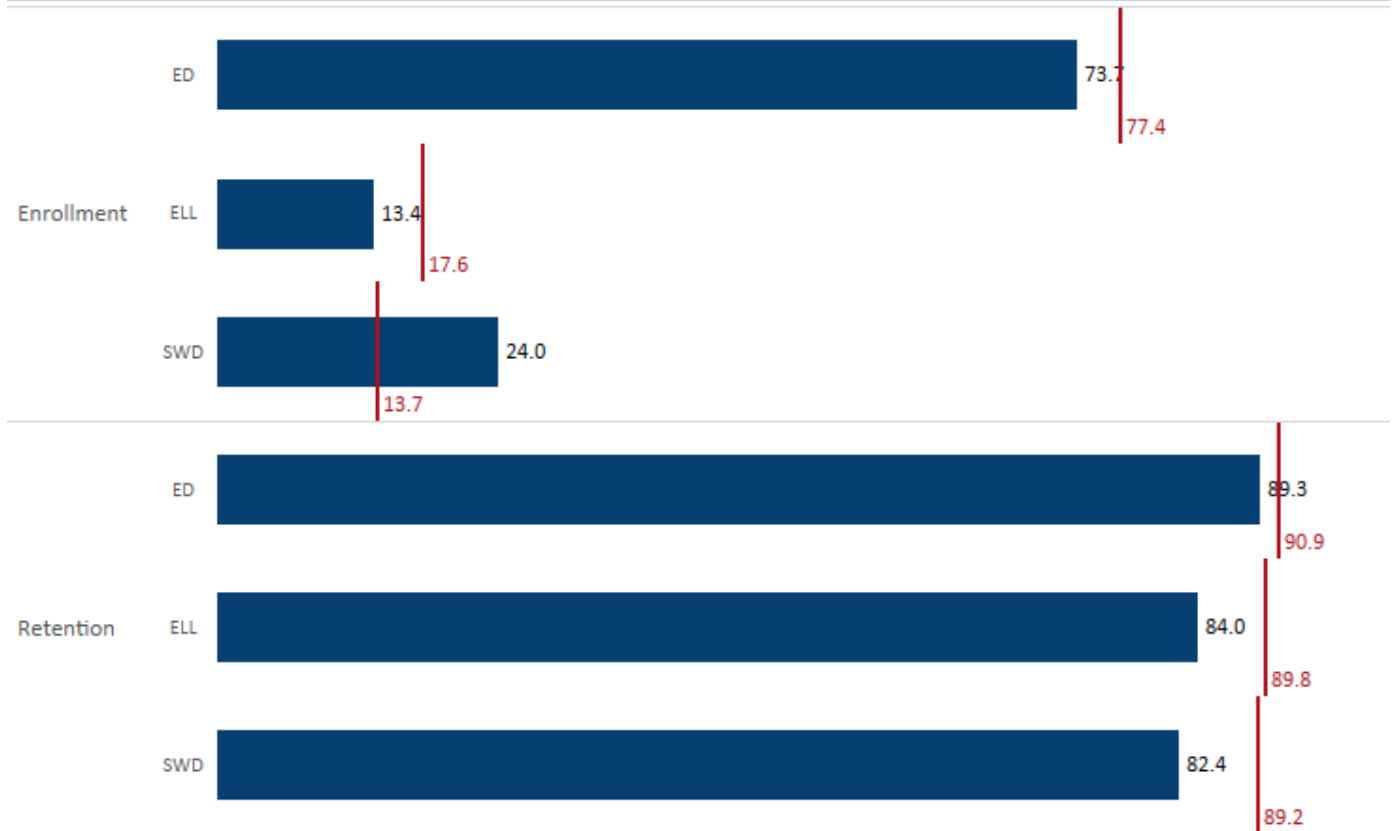
Student Demographics: Race/Ethnicity



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

APPENDIX A: NEW VISIONS HUM 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



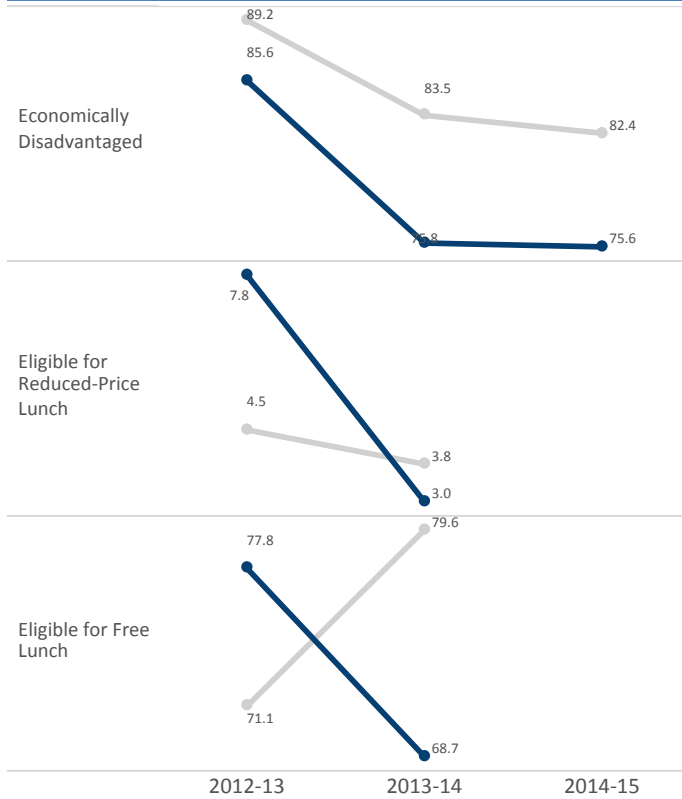
Persistence in Enrollment



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.

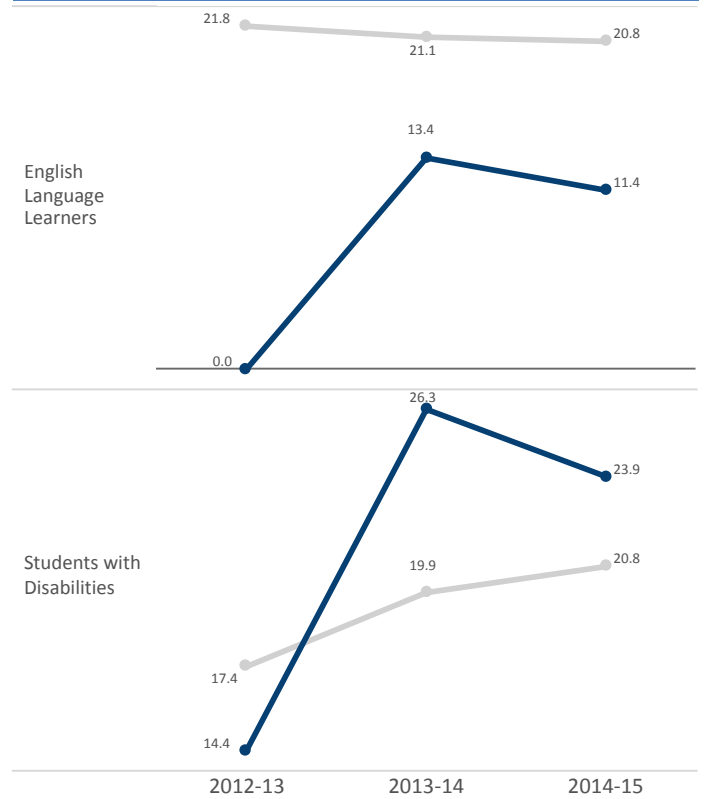
APPENDIX A: NEW VISIONS HUM SCHOOL OVERVIEW

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.

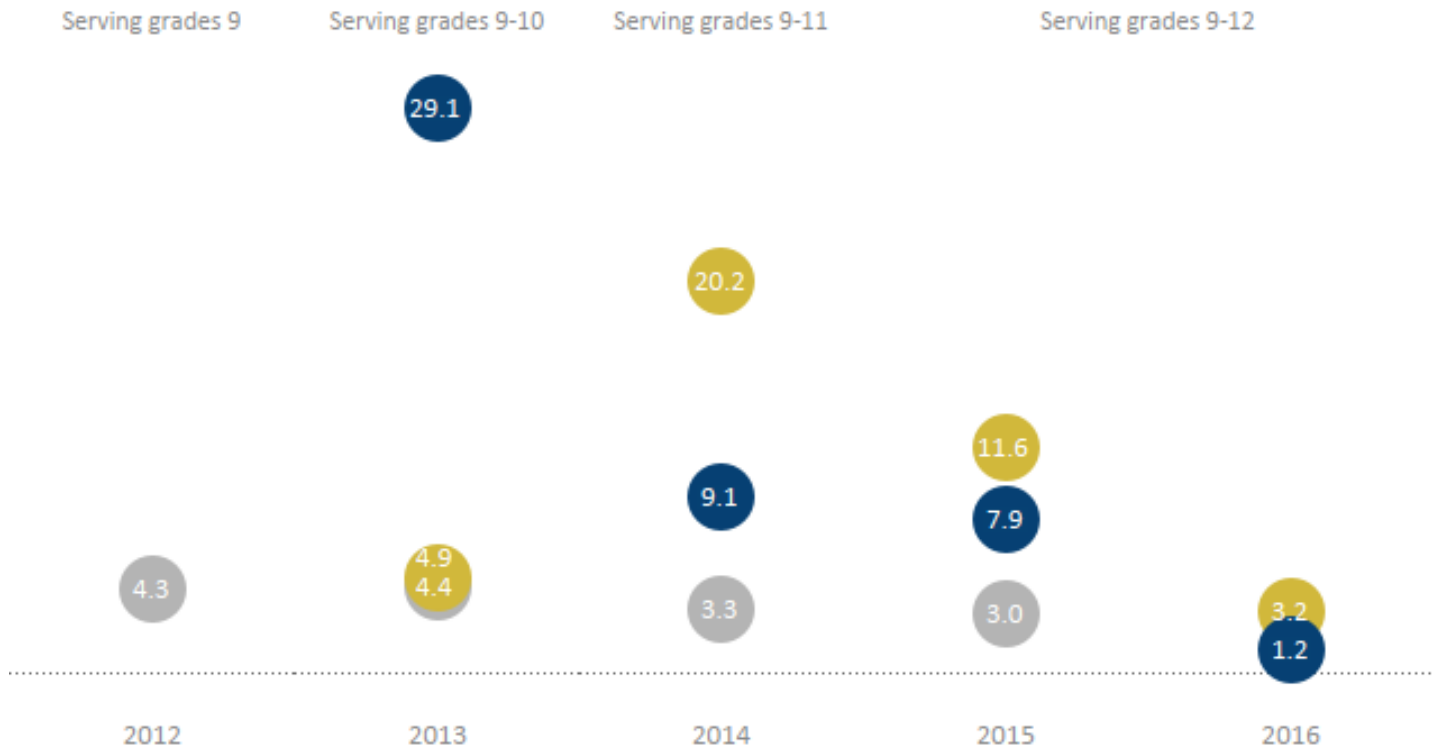
Student Demographics: Special Populations



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

APPENDIX A: NEW VISIONS HUM SCHOOL OVERVIEW

Suspensions: New Visions Charter High School for the Humanities'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	1	0	0	0

APPENDIX A: NEW VISIONS HUM SCHOOL OVERVIEW

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁶	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2011-12	125	122	98%	9	9
2012-13	249	236	95%	9-10	9-10
2013-14	397	330	83%	9-11	9-11
2014-15	542	442	82%	9-12	9-12
2015-16	566	529	93%	9-12	9-12

School Leaders

School Year(s)	Name(s) and Title(s)
2011-12 to 2013-14	Seth Lewis Levin, Principal
2014-15 To Present	Magaly Hicks, Principal

Parent Satisfaction: Survey Results

Response Rate: 67%

Rigorous Instruction: 93%
Effective School Leadership: 94%
Supportive Environment: 89%

School Visit History

School Year	Visit Type	Date
2011-12	First Year Visit	April 19, 2012
2013-14	Evaluation Visit	May 1, 2014
2015-16	Initial Renewal Visit	November 18-19, 2015

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 HUM 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, 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.	+

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
November 18-19, 2015	Jeffrey 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 SUMMARIES

SCHOOL PERFORMANCE SUMMARY New Visions Charter High School for Humanities



	2012-13		MET	2013-14		MET	2014-15		MET
English Language Arts									
ABSOLUTE MEASURES	2009 Cohort N	%		2010 Cohort N	%		2011 Cohort N	%	
1. Each year, 75 percent of students will score at least 65 on the Regents English exam.							103	82	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	%		Low Performing Entrants N	%	
							76	76	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		APL	AMO	
		163			166		96	170	NO
COMPARATIVE MEASURE	Comparison:			Comparison:			Comparison: CSD 10		
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.	School	District		School	District		School	District	
							82.0	71.7	YES
GROWTH MEASURES							2013 Cohort N	%	
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%.			-			-	48	31	
Mathematics									
ABSOLUTE MEASURES	2009 Cohort N	%		2010 Cohort N	%		2011 Cohort N	%	
1. Each year, 75 percent of students will score at least 65 on a Regents math exam.							103	86	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	%		Low Performing Entrants N	%	
							63	81	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		APL	AMO	
		142			148		91	154	NO
COMPARATIVE MEASURE	Comparison:			Comparison:			Comparison: CSD 10		
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.	School	District		School	District		School	District	
							86	75.2	YES
Growth Measure	School	State		School	State		2013 Cohort N	%	
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%.							61	8	

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY New Visions Charter High School for Humanities



	2012-13			MET	2013-14			MET	2014-15			MET			
High School Graduation															
ABSOLUTE MEASURES	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted				
1. Each year, 75 percent of students in each Graduation Cohort will pass their core subjects and be promoted to the next grade.	2011	118	97.0	YES	2011	114	88.0	YES	2011	103	74%	NO			
	2012	98	90.0	YES	2012	101	67.0	NO	2012	88	82.0%	YES			
					2013	105	63	NO	2013	111	68.0%	NO			
									2014	147	83.0%	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			2012 Cohort N	% passing ≥ 3 Regents			2013 Cohort N	% passing ≥ 3 Regents					
	114	56.0		NO	101	21.0%		NO	111	27.0%		NO			
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	%					
									105	71		NO			
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.									71	67		YES			
College Preparation															
COMPARATIVE MEASURES		N	School	State		N	School	State		N	School	State			
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	Reading	102	35.0	42.5	NO	Reading	82	32	41.1	NO	Reading	87	34	46.9	NO
	Math	102	33.0	44.0	NO	Math	82	32	42.8	NO	Math	87	33	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			
	Reading					Reading				Reading	65	362	489	NO	
	Math					Math				Math	65	362	502	NO	
SCHOOL DESIGNED MEASURES										N	%				
3. College Preparation At least 50% of students in the graduating cohort will earn an Advanced Regents Diploma or Diploma with Honors										105	4.0		NO		
4. The percent of graduating students who meet the state's APM will exceed the state average.										School	State				
										16	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	%				
										29	28.0		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	%					
										105	68.0		NO		

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Appendix C

District Comments

APPENDIX C: DISTRICT COMMENTS

The Institute has received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: FISCAL DASHBOARD



New Visions Charter High School for the Humanities

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
-	502,621	862,846	577,702	1,196,763
-	398,597	495,306	415,417	383,740
-	12,765	-	3,286	2,761
-	4,398	49,822	3,628	1,833
-	2,952	-	1,288	1,438
-	921,333	1,407,974	1,001,321	1,586,535
-	29,997	24,859	45,579	89,660
-	-	-	-	-
-	951,330	1,432,833	1,046,900	1,676,195

-	220,109	243,377	114,230	99,721
-	51,654	239,963	93,959	107,709
-	-	307	30,727	18,225
-	-	-	-	-
-	-	-	-	-
-	122,235	161,311	94,162	149,745
-	393,998	644,958	333,078	375,400
-	-	-	-	-
-	393,998	644,958	333,078	375,400

-	557,332	787,875	713,822	1,300,795
-	-	-	-	-
-	557,332	787,875	713,822	1,300,795
-	951,330	1,432,833	1,046,900	1,676,195

-	1,646,398	3,193,021	4,452,818	6,196,169
-	461,691	714,090	838,877	1,263,574

-	119,509	-	-	-
-	101,703	158,640	224,549	285,777
-	297,257	738,201	576,908	264,185
-	350,000	15,750	-	-
-	-	-	-	-
-	2,976,558	4,819,702	6,093,152	8,009,705

-	1,391,049	2,802,959	3,713,657	5,059,154
-	538,083	1,029,837	1,763,438	1,731,102
-	-	-	-	-
-	-	-	-	-
-	1,929,132	3,832,796	5,477,095	6,790,256
-	487,354	746,795	716,985	661,162
-	20,939	38,432	48,745	64,078
-	2,437,425	4,618,023	6,242,825	7,515,496

-	539,133	201,679	(149,673)	494,209
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-	-	-	-	-
-	-	-	-	-
-	18,199	28,864	75,621	92,764
-	-	-	-	-
-	18,199	28,864	75,621	92,764

-	2,994,757	4,848,566	6,168,773	8,102,469
-	-	-	-	-
-	2,994,757	4,848,566	6,168,773	8,102,469

-	557,332	230,543	(74,052)	586,973
-	-	557,332	787,875	713,822
-	-	-	-	-
-	557,332	787,875	713,823	1,300,795

APPENDIX D: FISCAL DASHBOARD



New Visions Charter High School for the Humanities

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service	-	307,034	482,413	484,013	1,431,950
Administrative Staff Personnel	-	749,402	1,883,463	2,777,621	2,713,186
Instructional Personnel	-	-	-	-	-
Non-instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,056,436	2,365,876	3,261,634	4,145,136
Fringe Benefits & Payroll Taxes	-	271,574	596,109	826,796	908,142
Retirement	-	-	45,683	151,246	62,039
Management Company Fees	-	209,394	384,316	487,452	576,698
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	30,179	58,730	88,134	11,785
Professional Fees, Consultant & Purchased Services	-	204,729	308,378	476,078	437,563
Marketing / Recruitment	-	15,416	20,658	30,388	795
Student Supplies, Materials & Services	-	145,686	225,832	247,456	305,238
Depreciation	-	10,451	12,477	32,712	40,634
Other	-	493,559	599,964	640,929	1,027,466
Total Expenses	-	2,437,424	4,618,023	6,242,825	7,515,496

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	-	122	236	330	442
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)	-	13,527	13,527	13,527	13,527
Increase over prior year	0.0%	100.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

						Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	24,304	20,422	18,464	18,122	20,328
Other Revenue and Support	-	149	122	229	210	177
TOTAL - GRAPH 3	-	24,452	20,545	18,693	18,331	20,505
Expenses						
Program Services	-	15,751	16,241	16,597	15,363	15,988
Management and General, Fundraising	-	4,150	3,327	2,320	1,641	2,860
TOTAL - GRAPH 3	-	19,902	19,568	18,918	17,003	18,848
% of Program Services	0.0%	79.1%	83.0%	87.7%	90.4%	85.1%
% of Management and Other	0.0%	20.9%	17.0%	12.3%	9.6%	14.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	22.9%	5.0%	-1.2%	7.8%	8.8%
Student to Faculty Ratio						
	-	9.1	9.1	8.3	9.8	
Faculty to Admin Ratio						
	-	2.3	2.2	4.4	2.3	
Financial Responsibility Composite Scores - GRAPH 6						
Score	0.0	2.7	2.5	1.8	2.4	2.3
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital	0	527,335	763,016	668,243	1,211,135	792,432
As % of Unrestricted Revenue	0.0%	17.6%	15.7%	10.8%	14.9%	14.8%
Working Capital (Current) Ratio Score	0.0	2.3	2.2	3.0	4.2	2.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	LOW	LOW	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Excellent	Excellent	Good
Quick (Acid Test) Ratio						
Score	0.0	2.3	2.1	3.0	4.2	2.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Good	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	0.0	0.4	0.5	0.3	0.2	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	MEDIUM	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Good	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	0.0	2.5	2.2	1.1	1.9	1.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Good	Good	Good

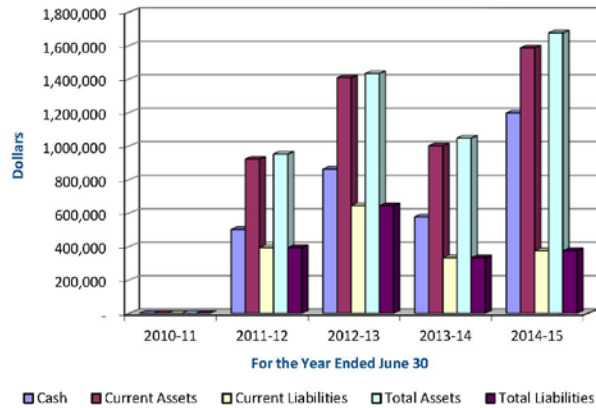
APPENDIX D: FISCAL DASHBOARD



New Visions Charter High School for the Humanities

GRAPH 1

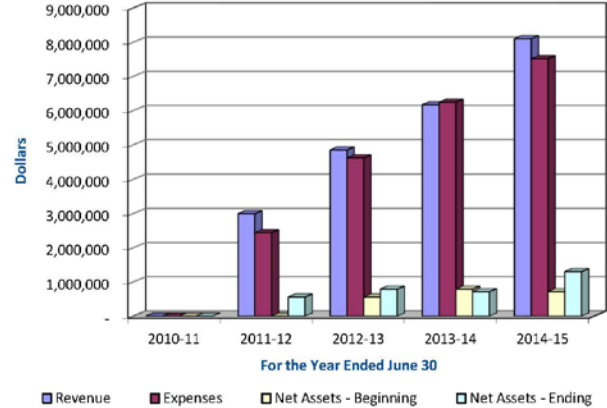
Cash, Assets and Liabilities



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.

GRAPH 2

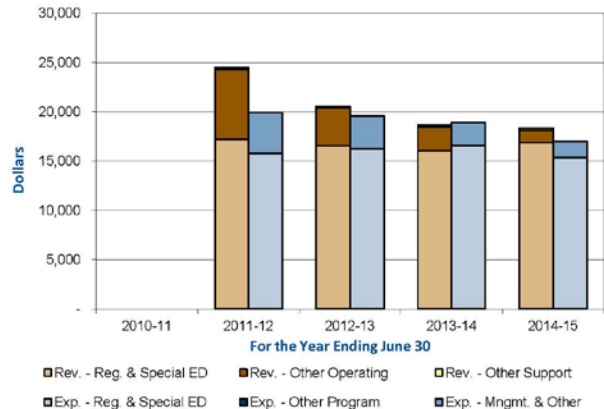
Revenue, Expenses and Net Assets



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.

GRAPH 3

Revenue & Expenses Per Pupil



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.

GRAPH 4

Enrollment vs. Operating Expenses



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.

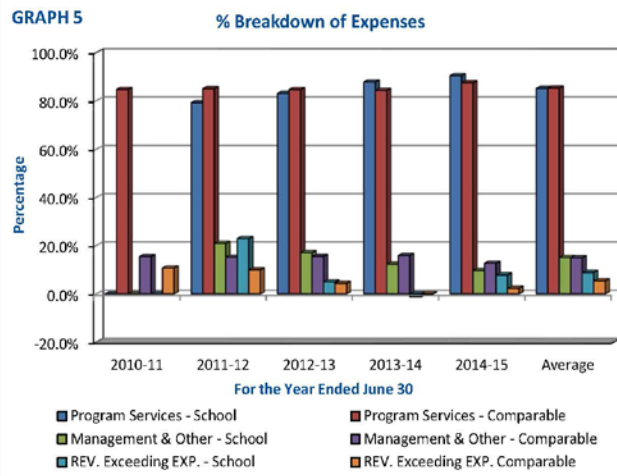
APPENDIX D: FISCAL DASHBOARD



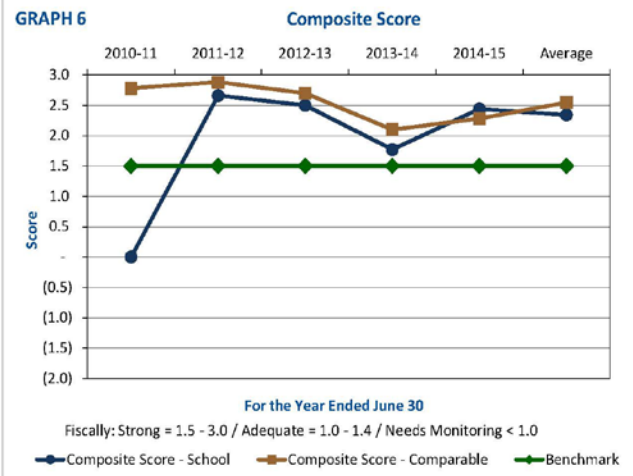
New Visions Charter High School for the Humanities

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

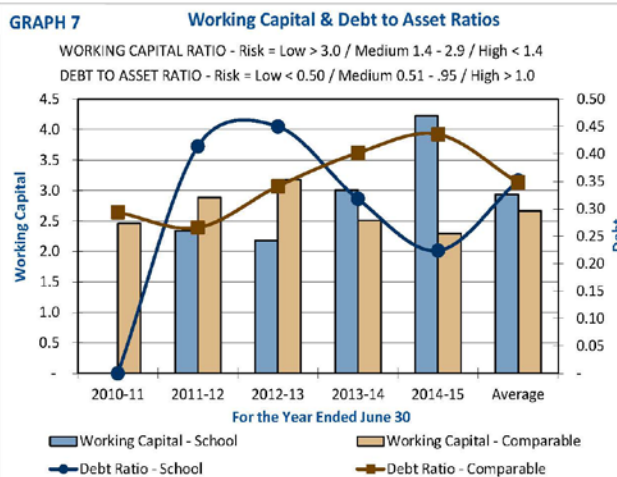
* Average = Average - 5 Yrs. OR Charter Term



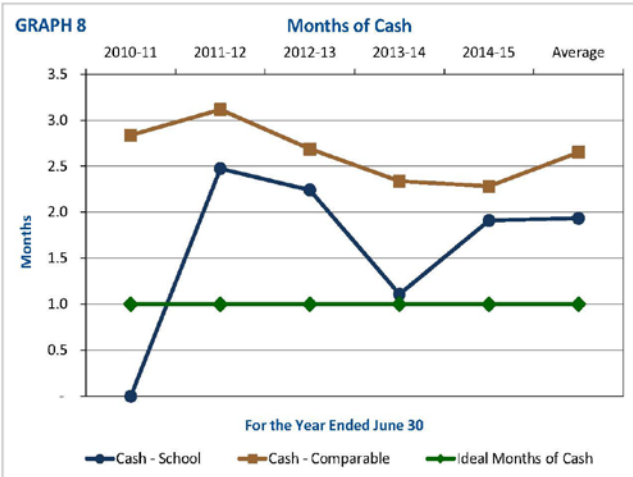
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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.