



# New York State Education Department

## ***Renewal Site Visit Report 2019-2020***

### **New Visions Charter High School for Advanced Math and Science IV**

**Visit Date: November 19-20, 2019**

**Date of Report: January 31, 2020**

[Charter School Office](#)  
89 Washington Avenue  
Albany, New York 12234  
[charterschools@nysed.gov](mailto:charterschools@nysed.gov)  
518-474-1762

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science IV
<b>Board Chair</b>	Lior Evan
<b>District of location</b>	NYC CSD 27
<b>Opening Date</b>	Fall 2015
<b>Charter Terms</b>	Initial: September 9, 2015 – June 30, 2020
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 9-12/ 566 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades 9-12/ 566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	156-10 Baisley Boulevard, Jamaica, NY 11434 – Public Space
<b>Mission Statement</b>	<i>AMS IV is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking</li> <li>• System of assessment and continuous assessment of data</li> <li>• Aligned goal setting focused on student need</li> <li>• Team teaching</li> <li>• Extended day and Saturday classes</li> <li>• Additional math and reading specialists on staff</li> <li>• Challenge-based curriculum and Anchor Projects</li> </ul>

<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

	<ul style="list-style-type: none"> <li>• Cascade of writing</li> <li>• Remediation and Acceleration</li> <li>• Adult inquiry</li> </ul>
<b>Requested Revisions</b>	None

**Noteworthy:** While New Visions Charter High School for Advanced Math and Science IV (AMS IV) maintains a strong focus on math and science, it has begun to integrate writing and the arts across its curriculum. The school has a four-year plan to fully realize its vision of engaging students in “design thinking and civic mindedness” in order to prepare them to think critically and solve problems independently.

**Renewal Outcomes**

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
  
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
  
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional

terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	<b>Year 1 2015 to 2016</b>	<b>Year 2 2016 to 2017</b>	<b>Year 3 2017 to 2018</b>	<b>Year 4 2018 to 2019</b>	<b>Year 5 2019 to 2020</b>
<b>Grade Configuration</b>	Grade 9	Grades 9 - 10	Grades 9 – 11	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	125	249	397	542	566

### Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School<sup>2</sup>

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Proposed Enrollment</b>	566	566	566	566	566

## METHODOLOGY

A two day renewal site visit was conducted at New Visions Charter School for Advanced Math and Science IV on November 19-20, 2019. The New York State Education Department’s Charter School Office (CSO) team conducted focus groups with the board of trustees, school leadership team, staff serving special populations and overseeing the school’s culture/climate, and New Visions staff. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents.

The team conducted 10 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with instructional leaders.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- a. Renewal Application;**
- b. Academic data;**
- c. Current organizational chart;**

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<sup>2</sup> This proposed chart was submitted by the New Visions Charter High School for Advance Math and Science IV in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

- d. A master school schedule;**
- e. A map of the school;**
- f. Board materials (roster and minutes);**
- g. Board self-evaluation processes and documents;**
- h. Teacher and administrator evaluation processes;**
- i. NYCDOE School Quality Report (NYC Schools Survey);**
- j. NYSED CSO Parent and Teacher Surveys;**
- k. Efforts toward achieving enrollment and retention;**
- l. Admissions and Waitlist;**
- m. Faculty/Staff Roster;**
- n. Annual Reports; and**
- o. Other documents requested by the CSO.**

## BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 19-20, 2019 at New Visions Charter High School for Advanced Math and Science IV, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department  
Charter School Performance Framework Rating**

Performance Benchmark		Level
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets



### *Summary of Findings*

- AMS IV is in year five of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting 9 benchmarks and approaching 1 benchmark. Additional details regarding those ratings are provided below.
- **Areas of Strengths:** AMS IV has a comprehensive curriculum in place based on New Visions for Public Schools (New Visions) curriculum materials and modified to embrace the school's math and science focus. The school has also begun to integrate writing and art across its curriculum. The school has a strong school culture in place based on positive reinforcement and restorative practices. The school also has a stable board that provides regular oversight and a collaborative relationship with New Visions, which supports its academic program and operations.
- **Areas in Need of Improvement:** AMS IV has had high teacher turnover but is currently fully staffed and has a robust professional development (PD) program in place to support new teachers. In addition, although the school has consistently met its targets for students with disabilities (SWDs) and economically disadvantaged (ED) students, it continues to enroll a smaller percentage of English language learners (ELLs)/Multilingual learners (MLLs) than the district of location.

## Benchmark 1: Student Performance

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

### Finding: Meets

**Academic Program for High School:** AMS IV has a college prep curriculum in place based on the New Visions curriculum, which is modified to meet its students' needs. The school also uses a number of supplemental intervention programs, including Read 180, Wilson, and Just Words. The school's assessment system includes standardized tests (Performance Series), curriculum-based assessments, and mock Regents to inform instructional planning, interventions and program evaluation. The school has expanded its intervention classes focused on building foundational numeracy and literacy skills, increasing the numbers of seats offered and the frequency of the intervention, which is now provided daily.

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs):** The school emphasizes inclusion for SWDs and ELLs/MLLs. Numerous classes are co-taught to facilitate differentiation and small group instruction. The school has a large number of special education and English as a New Language (ENL) teachers who provide push-in and pull-out supports. The counseling staff also provides mandated counseling. The NYCDOE Office of Special Education noted that it is easy to contact and communicate directly with the liaison and the directors of special education. However, the school often does not draft IEP goals and present levels of performance. The school does not appear to have clearly defined response to intervention (RtI) supports.

### Summative Evidence for Benchmark 1:

Last year, AMS IV had its first graduating class. The graduation rates for the school's 2015 cohort exceeded the state average for all students as well as the three subgroup populations. The school's Regents 4-Year Cohort Outcomes were also above the state averages for all student populations in ELA and math. In science, the school's outcomes exceeded the state averages for all students, ELLs/MLLs, and ED students, with the SWD population trailing the state average by only one percentage point. In Global History, AMS IV exceeded the state averages for all three subgroup populations, and was slightly below the state, by three percentage points, for all students. In US History, the school outperformed the state in its ELL/MLL population and trailed the state averages for all students, SWDs, and ED students by six, six, and three percentage points, respectively. In its renewal application, the school noted that nearly 19% of the 2015 Cohort graduates utilized either the STEM Math, STEM Science, or Career Development and Occupational Studies (CDOS) pathways to graduate, and that this contributed to the lower pass rates on the Global History and US History Regents.

***See Attachment 1 for data tables and additional academic information.***

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

### Summative Evidence for Benchmark 2:

1. Element: **Curriculum**

- **Indicator a:** During the focus group, school leaders indicated that the school is using New Visions core content curriculum “with deviations to fit our teachers and students” and increased emphasis on math and science learning. They described ample curriculum resources and professional development (PD) from the network and indicated that the available curricula are aligned with new Regents formats. For assistance with non-core

curriculum, school leaders reported that they hire industry experience and reach out to other schools and colleagues in similar subjects.

- **Indicator b:** During the focus group, school leaders described their focus on enhancing academic rigor with more authentic unit plans and increased use of data-driven differentiation in lesson planning. Lesson plans are shared and archived on a Google drive to facilitate collaboration and feedback from instructional leaders. Evaluators reviewed unit and lesson plans during the renewal visit; the plans were detailed and thorough and included standards, common misconceptions, student groupings, and differentiation strategies. According to the NYSED CSO survey, 93% of teachers agree that there is a uniform expectation for teachers' implementation of academic rigor in their school.
- **Indicator c:** The curriculum provided by New Visions has been refined over time through use in multiple schools. School leaders reported that New Visions instructional specialists assist the school with vertical alignment. School leaders indicated that they "tweak and modify" New Visions curriculum to increase the focus on math and science learning. A transition to Algebra program that is currently embedded in the Algebra class will become a separate class next year. School leaders also described a cross-curricular focus on writing this year. In addition, the school has begun a four-year STEAM plan to integrate art into every curriculum; a committee has begun planning as well as touring other schools for ideas. School leaders also noted increased collaboration across departments, such as the inclusion of forensics in social studies and science. According to the NYSED CSO survey, 67% of the teachers agree that the school's curriculum is aligned horizontally across same grade level classrooms, and 70% agree that it is aligned vertically among grade levels.
- **Indicator d:** The school provides differentiated curriculum within classes and via intervention programs. Reviewed lesson plans included explicit differentiation, which was evident in some observed lessons. Examples included use of graphic organizers, grouping, and targeted support during independent practice. Word walls were evident in several classrooms, highlighting academic vocabulary. In addition, the school operates a number of supplemental intervention programs, including Read 180, Wilson, and Just Words. As mentioned above, the school has increased the frequency and number of seats offered for its intervention programs focused on building foundational numeracy and literacy skills. The renewal application reports that this increase has yielded improvements across all student populations, helping students to better access grade-level material in their core courses and on Regents exams.
- **Indicator e:** According to both school leaders and New Visions staff, the school is in continuous dialogue with New Visions' instructional specialists regarding core curriculum and has continued to review and revise the curriculum based on student needs, the school's mission and key design elements, and changes to state standards and exams.

## 2. Element: *Instruction*

- **Indicator a:** During the focus group, school leaders indicated that they have raised expectations for instructional rigor and invested in building teachers' mindset and skills, including PD in scaffolding in order to "build toward autonomy." They described an enhanced focus on supporting at-risk students, including SWDs, ELLs/MLLs, and struggling students, within the general education classroom. Many classes are co-taught, and a number of co-teaching models were in evidence, including team teaching and lead and assist. Instructional leaders also noted that integrated co-teaching (ICT) teams receive coaching on effective co-planning.

- **Indicator b:** During the site visit most students were actively engaged in observed lessons. Most classes had clear routines in place and students were on task or quickly redirected. Teachers circulated during independent practice and school leaders noted that they have been working with some teachers on strategic support. The school is also continuing to emphasize project-based learning to engage students.

3. Element: ***Assessment and Program Evaluation***

- **Indicator a:** The school has a range of assessments in place, including Performance Series assessments for all grades in reading and math. The school also uses diagnostic mock Regents exams and baseline unit assessments to identify prior knowledge and skills and plan instruction and interventions. The curriculum includes summative unit assessments and some project-based learning assessments as well as mock Regents to measure progress. Finally, targeted assessments, i.e., the Diagnostic Online Reading Assessment (DORA), are in place for ELLs/MLLs.
- **Indicator b:** In focus groups, school leaders and staff described regular meetings to review data and plan instruction. Many classes are co-taught, so teaching teams meet weekly to prepare lessons. The school’s renewal application also notes the use of Looking at Student Work Protocols “to assess both qualitative and quantitative data...” In addition, a grant awarded to New Visions by the Bill and Melinda Gates Foundation supports a Postsecondary Readiness Team (PST) that monitors quantitative and qualitative data from a group of focal students in the ninth grade receiving academic and social-emotional supports. The goal is for the students to earn and maintain a GPA of at least 80, which is considered a powerful indicator of college persistence. Based on the work of the PST, the school has developed a multi-year peer mentoring and peer tutoring plan to support all students.
- **Indicator c:** During the focus group, school leaders described ongoing examination of performance and behavior data, particularly Regents results, to evaluate program efficacy. New Visions maintains a data portal to monitor on-track performance and college readiness. In addition, a student support team is evaluating intervention efficacy and designing trainings for support staff. Similarly, a social-emotional learning (SEL) committee is reportedly in the early phases of analyzing data to inform programming. School leaders noted that New Visions assists with data analysis, including identifying credit gaps and analyzing transcripts. On the 2018-2019 NYCDOE School Survey, 92% of teachers said that the principal/assistant principal(s) carefully tracks student academic progress.

4. Element: ***Supports for Diverse Learners***

- **Indicator a:** During the focus group, school leaders reported that the school has been sending teachers and staff to network trainings and exposed more staff to strategies for supporting SWDs, ELLs/MLLs, and struggling students. The school has continued its Summer Bridge program for incoming students and expanded it for tenth-grade students as well. School leaders reported that they have eight special education teachers this year, many of whom have dual certification and/or a math/science background. In addition, they have assigned these teachers to single grades and subjects to focus their support and build connections with general education teachers. School leaders also indicated about half of students receive Tier 2 or Tier 3 interventions for reading or math. According to support staff, teachers provide office hours during lunch periods that are well used.
- **Indicator b:** A variety of academic and culture teams monitor student performance and behaviors to identify needs and target interventions and supports. Performance Series exams

are administered more frequently for students in interventions, and DORA and other assessments are used for ELL/MLL students. During the focus group, support staff said collaboration time is “sacred” and support staff join department meetings regularly. A new intervention department is focusing on math scores this year to inform PD for teachers around differentiation. Support staff indicated that they are working to increase collaboration between general education and special education teachers with more opportunities to talk about students and their needs.

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

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students' strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

1. Element: ***Behavior Management and Safety***
  - **Indicator a:** The school has a clear vision for school culture focused on restorative practices as well as a culture team, dean team and leadership team addressing culture issues. During the focus group, school leaders described staff training and coaching on a range of culture-related topics, including de-escalation training, and a daily staff e-mail addresses culture and discipline issues. School leaders reported that they talk regularly with staff about Domain 2: Classroom Environment from the Danielson Framework and that they are working to norm restorative justice practices with an end goal of student leadership and mediation. The school also has a written code of conduct with a consequence ladder aligned to the school's values.

- **Indicator b:** On the day of the site visit, the school appeared safe, with calm transitions in public spaces and no evidence of disruptive behavior in classrooms or other locations. On the 2018-2019 NYCDOE School Survey, 91% of students said that they feel safe in their classes and 80% of students felt safe in the hallways, bathrooms, locker rooms, and cafeteria. Moreover, 92% of families said that at their school their child is safe.
- **Indicator c:** During the focus group, school leaders described anti-bullying campaigns over the past few years, with an emphasis on social media awareness. According to support staff, PRIDE Assemblies also emphasize zero tolerance for harassment, and students wear shirts stating “non-bully zone.” On the 2018-2019 NYCDOE School Survey, 48% of students said that students rarely or never harass, bully, or intimidate other students at their school, though the percentages increased to between 63% and 73% when asked about specific topics such as race or gender.
- **Indicator d:** During the site visit the school environment was consistently conducive to learning. During observed lessons, students were on task with evidence of routines and compliance in most classrooms. That said, on the 2018-2019 NYCDOE School Survey, 61% of students said that most students work when they are supposed to, and 57% of students said that most students pay attention when they are supposed to.

2. Element: ***Family Engagement and Communication***

- **Indicator a:** During the focus group, student support staff reported that deans meet with parents over the summer to build relationships and that most families are comfortable communicating with the school. The school holds events, including back to school night and parent-teacher conferences, giving out soup and free uniforms to encourage attendance. The school uses PowerSchool to provide parents with information about their child’s academic performance. On the 2018-2019 NYCDOE School Survey, 92% of families said that the principal at their school promotes family and community involvement in the school and 90% of families said that they feel well-informed by the communications they receive from their school. Moreover, 95% of families said that their school communicates with them in a language and in a way that they can understand.
- **Indicator b:** During the focus group, school leaders indicated that teachers and support staff communicate with parents about their child’s performance via phone and e-mail, online access via PowerSchool, IEP meetings, and parent-teacher conferences. On the 2018-2019 NYCDOE School Survey, 88% of families said that they are likely to go to a regularly scheduled parent-teacher conference with their child's teacher. According to the NYSED CSO surveys, 96% of teachers agree that teachers regularly communicate with families on issues related to academics, and 94% of parents agree that they receive regular and timely information on their child’s academic progress.
- **Indicator c:** In addition to student and family surveys, the school holds numerous community meetings and events. On the 2018-2019 NYCDOE School Survey, 91% of families said that the principal encourages feedback from the community and them through regular meetings. The school also reported no formal complaints this year.
- **Indicator d:** During the focus group, support staff noted constant communication with families. They also reported good participation in IEP and crisis intervention meetings. On the 2018-2019 NYCDOE School Survey, 93% of families said that they are satisfied with the response they get when they contact their school.
- **Indicator e:** During the focus group, school leaders described “state of the school” presentations where they share information about the school’s overall progress and



achievements. In addition, data on Regents pass rates and credit accumulation are posted on the school's website and shared at open houses. However, according to the NYSED CSO survey, 59% of parents say that the school informs parents about how it performs compared to other schools in the district and state.

3. Element: ***Social-Emotional Supports***

- **Indicator a:** During the focus groups, school leadership and support staff reported that the school has a number of social-emotional support systems and programs in place. A social worker provides mandated counseling and open-door support as well as referrals to community organizations, such as The Door. My Sisters Keeper is a program for girls, and the Helping Hands Program provides ninth-grade students with twelfth-grade mentors. Teachers use the morning meeting for announcements and to check in with students and take a "temperature check" to identify any social-emotional needs. The school also has a crisis management system so teachers can refer students to deans who know them. According to the NYSED CSO survey, 96% of teachers agree that the school has systems in place to support students' social-emotional needs.
- **Indicator b:** School leaders and student support staff, in their respective focus groups, indicated that they monitor a range of social-emotional data indicators, including attendance and discipline. PowerSchool is used to log and track incidents. Attendance data were posted in the hallways and tied to positive incentives. Finally, a staff survey is used to identify social-emotional learning needs to inform PD and student support programs.
- **Indicator c:** Student support staff indicated that the school uses school, department, and teacher goals and monitors progress and achievement to evaluate programs. Leadership, culture, and grade level teams examine data for trends to inform program development.

## Benchmark 4: Financial Condition

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

### Finding: Meets

#### Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation (see Attachment 2).
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

<b>1. Near-Term Indicators:</b>	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
<b>2. Sustainability Indicators:</b>	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

#### Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework.

#### Financial Condition

New Visions Charter High School for Advanced Math and Science IV is part of the New Visions Charter Schools network. New Visions Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the network's independently audited financial statements.

#### Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. New Visions Charter Schools' 2018-2019 composite score is 2.91.

**Composite Scores  
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.45
2015-2016	2.85
2016-2017	3.00
2017-2018	2.66
2018-2019	2.91

**Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, including appropriate internal controls and procedures in accordance with state law and generally accepted accounting practices.*

**Finding: Meets**

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

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

**Summative Evidence for Benchmark 5:**

The Charter School Office reviewed New Visions Charter Schools' 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

## Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ol>

### Summative Evidence for Benchmark 6:

#### 1. Element: **Board Oversight and Governance**

- **Indicator a:** The board possesses a range of skills relevant to charter school governance, including education, legal, real estate, and finance. The board also includes the New Visions Superintendent of Charter Schools. During the focus group, board members indicated that the board currently operates with one committee (finance) but is seeking to expand the board to divide the work. They noted that they are actively seeking additional members with backgrounds in education, special education, and marketing, and have identified about six prospective new members with backgrounds in community organizing, charter school operations, technology, finance and law.
- **Indicator b:** New Visions has a formal goal-setting process, and, during the focus group, board members described goals related to improving graduation rates, percentages obtaining advanced Regents diplomas, college and career readiness, and opportunities for internships and experiential education. While the board has goals related to post-secondary planning, it is in the beginning stages of developing capacity to track students’ post-graduate performance. As described in the renewal application, the board is also prioritizing student recruitment and retention, and developing strategies to reduce student under-enrollment.
- **Indicator c:** Interviewed board members were familiar with the school’s performance and committed to further improvement. While noting the strength of the school after one graduating class, they felt there is still “room for growth.” They indicated that they receive monthly reports, including data related to credit accumulation, Regents pass rates, and other on-track to graduation indicators. They monitor cohort data as well as disaggregated performance for SWDs and ELLs/MLLs. As part of the New Visions network, they also review

comparison data for schools across the network. Board members indicated that they have requested and received clearer and more specific information with which to conduct oversight, and as a result, New Visions has shifted staff roles to address data management.

- **Indicator d:** During the focus group, board members reported that they regularly review and revise policies. They noted that they revised the school’s contract with New Visions last year, making minor changes.
- **Indicator e:** The New Visions Superintendent of Charter Schools conducts evaluations of the school leader and reports the results to the board; the board also meets monthly with the principal. In terms of service provider accountability, the board meets monthly with New Visions staff and surveys school staff regarding satisfaction with their services. The board also has met with the school principal without the New Visions superintendent present to gauge satisfaction and concerns with the service provider. During the focus group, the board described a productive relationship with New Visions, indicating it has drafted memos related to concerns such as the hiring process and reporting, and found New Visions to be responsive. Finally, according to the renewal application, the board administers and discusses informal self-evaluation surveys annually. In the focus group, board members indicated that the board undertook a self-evaluation a few years ago and feel they now have an opportunity to re-examine board performance as they work to expand the board.
- **Indicator f:** Board members described active oversight of the school and its service provider, including review of policies and contracts. At the time of the renewal visit there was no evidence that the school was out of compliance with legal obligations.

### Benchmark 7: Organizational Capacity

*The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

#### Summative Evidence for Benchmark 7:

1. Element: ***School Leadership***

- **Indicator a:** The school has a stable leadership team in place and a formal goal-setting process that is common across New Visions schools. In addition, on the 2018-2019 NYCDOE School Survey, 86% of teachers said that the principal communicates a clear vision for this school and 92% of teachers said that the principal sets high standards for student learning. Moreover, 95% of teachers said that the professional staff believes that all students can learn, including ELLs/MLLs and SWDs.

- **Indicator b:** The school has an organized leadership team with distinct roles and responsibilities. The two assistant principals each cover specific grade cohorts; instructional leaders have also divided responsibility for individual subjects to focus on coaching and support.
- **Indicator c:** The school uses a number of staff teams to coordinate its work, including leadership, culture, and department teams. These teams meet regularly to review data and plan. School leaders also use regular newsletters and daily e-mails to share information among staff. A shared drive is used to archive and disseminate curriculum and assessment materials.
- **Indicator d:** The school has experienced high teacher turnover. Last year nine out of 34 teachers did not return, and the school leader indicated that with the school growing there were 21 new people on staff this year. The renewal application described a range of reasons for teacher departures, including voluntary personal reasons as well as involuntary departures based on underperformance. During the focus group, school leadership described the school's culture of support provided to its teaching staff, including weekly coaching, de-escalation training, external PD supports, third-party consultations, and various accommodations, as needed. They explained that teachers who do not show improvement after all these supports are tried, are placed on a Performance Improvement Plan, which generally lasts between three and six months. When vacancies do occur, the school partners with New Visions on the recruiting and hiring process, with the school leader making final hiring decisions.

## 2. Element: *Professional Climate*

- **Indicator a:** At the time of the renewal visit all positions were filled and school leaders noted making strategic use of teachers by reprogramming classes mid-year. During the focus group, school leaders reported that they had eight special education teachers this year, many with a math/science background. The school leader indicated that they had hired many new staff members this year and recruited new faculty, both themselves and with the assistance of New Visions. In addition, school leaders noted ample support for non-academic staff from New Visions in domains such as technology, budgeting, purchasing, compliance and attendance, including weekly operations meetings with New Visions staff. School leaders did note having limited staff capacity and interest to implement Advanced Placement courses that leadership team members taught in the past, so they instead pay for online courses and are exploring collaboration with other schools in their building. The school did add a new intern coordinator position this year who is mostly serving the senior class with the goal of expanding external learning opportunities to all grades.
- **Indicator b:** The school is organized into a number of teams; grade and department teams meet frequently to review student performance and plan. Instructional leaders also support co-planning for co-taught classes. Lesson plans are saved on a shared drive to facilitate collaboration. On the 2018-2019 NYCDOE School Survey, 68% of teachers said that at their school the principal, teachers, and staff collaborate to make the school run effectively, and 59% of teachers said that they had opportunities to work productively with colleagues at their school on PD.
- **Indicator c:** During the focus group, school leaders described a comprehensive PD program, including formal training and ongoing coaching through observation and instructional planning supports. They noted that teachers have “mixed beliefs about the role of productive struggling” and they are in the process of “unpacking rigor” with their teachers. New Visions

provides training opportunities on a range of topics, including academic programs and classroom management. On the 2018-2019 NYCDOE School Survey, 76% of teachers said that their PD experiences this year have been sustained and coherent, and 78% of teachers said that the principal/assistant principal(s) provides formative feedback to improve practice.

- **Indicator d:** As stated in the renewal application, the principal, assistant principal, and directors of instruction conduct two formal and four informal teacher observations per year as well as focused instructional walkthroughs every other week. During the focus group, school leadership reported that the school has just switched to using the Danielson framework for teaching and is adapting to the new language. In addition to the framework, goals that teachers articulate at the beginning of the year are also revisited throughout the year and used as an additional reference point for feedback. The school also uses TeachBoost to document goals, lesson observations, and reflections.
- **Indicator e:** In the focus group, school leaders noted that they meet regularly with school staff and administer surveys to solicit staff input. According to the NYSED CSO survey, however, only 48% of teachers agreed that school leadership has systems in place to solicit staff feedback.

### 3. Element: ***Contractual Relationships***

- **Indicator a:** Focus group discussions with school leadership, board members, and New Visions staff indicated a strong and productive relationship between the school and its service provider. School leaders noted assistance with both the academic program and operations, including curriculum support, scheduling and programming students, data analysis, and staff supervision and development. New Visions instructional specialists co-observe teachers, design trainings, and support instructional leaders through school learning walks across the network. New Visions also organizes principal convenings of its charter schools and district schools.
- **Indicator b:** The school submitted a proposed management agreement to NYSED with New Visions as part of the renewal application. Revisions of the contract, such as changes to the principal recruitment and selection procedures, comply with required charter amendment procedures.
- **Indicator c:** As noted in the governance section above, the board regularly monitors and reviews the service provider contract.



## Benchmark 8: Mission and Key Design Elements

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

### Summative Evidence for Benchmark 8:

1. Element: ***Mission and Key Design Elements***
  - **Indicator a:** The school is named Advanced Math and Science and has modified the New Visions common curricula to reflect that focus. In addition, the school leadership team is also expanding the curriculum to include arts, believing a well-rounded education and skills such as creativity, listening, and speaking are important today for career readiness. School leadership is focused on graduating more students with Advanced Regents Diplomas and is increasing the number of students taking the Trigonometry and Spanish Regents. On the 2018-2019 NYCDOE School Survey, 97% of teachers said that adults at their school create an atmosphere that encourages students to continue their education after high school.
  - **Indicator b:** AMS IV is fully implementing its key design elements, refining them as necessary to work more effectively within the specific culture of the school. During the focus group, the board indicated that it has made changes from the original school design that it deems in the best interest of the students, such as redefining the Lincoln Center partnership. Interviewed school leaders indicated that, although the school now has limited involvement with the Lincoln Center, it still incorporates arts habits of mind through its holistic approach to arts integration throughout the curriculum. The school continues to refine its use of challenge-based learning, expecting project-based learning within classes and anchor projects organized around themes completed three times per year. The school has a comprehensive assessment system in place and, according to the school's renewal application, has added a social-emotional survey as well. Last year, the school focused on strengthening skills-based writing within the science and math courses, and this year, it is expanding its writing focus in ninth and tenth grade ELA and social studies classes. AMS IV offers opportunities for remediation and acceleration both throughout the school day as well as after school and on Saturdays. It provides extended learning opportunities and extracurricular activities through its many partnerships with colleges and community organizations. Cohort Inquiry Teams systematically study the connection between instructional strategies and student outcomes, allowing for consistent analysis and feedback that allow for teachers to modify their curriculum and instruction as needed.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Approaches**

<i>Element</i>	<i>Indicators</i>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

**Summative Evidence for Benchmark 9:**

1. Element: **Targets are met:** N/A
2. Element: **Targets are not met**
  - **Indicator a:** While the school has met its targets for SWDs and ED students, it continues to enroll a smaller percentage of ELLs/MLLs than the district of location. School leaders reported that their ELL/MLL enrollment is increasing, albeit slowly. AMS IV’s overall student enrollment remains above 85% of the total approved enrollment of 566 students, and the school’s retention of all students, including the three subgroup populations, was between 3 and 5 percentage points above that of NYC CSD 27 from 2017-2018 to 2018-2019.
  - **Indicator b:** During the focus group, student support staff described a “Street Team” of staff and students to recruit students and noted increased initiatives to recruit ELL/MLL students, including invitations to events, open houses, and presentations at feeder schools. Materials have been translated into Spanish and Haitian/Creole. The school uses Vanguard mailings and support staff said that bus stop ads are planned. Additionally, the school is working with New Visions to create a video about the school. According to the renewal application, the school’s Enrollment and Recruitment Team, comprised of the parent coordinator, admin coordinator, and school assistant, align their efforts to the school’s strategic enrollment plan and work with families throughout the enrollment process. Student support staff also noted that parent and community engagement play an important role in student recruitment and retention by building relationships and showing

the school’s belief in the strength of its diversity. For example, this year the school celebrated its diverse community, inviting family and community members in for a Hispanic celebration night and “pop-up shops” where parent business owners display their products.

- **Indicator c:** The school, its board, and New Visions continuously monitor enrollment trends at the school. During focus groups, school leaders and New Visions staff described a collaborative approach with New Visions to student recruitment. The Enrollment and Recruitment Team meet on a monthly basis with New Visions staff to review the school-specific work plan and check to make sure that enrollment targets are being met and sufficiently planned for. Weekly meetings are held between the parent coordinator and the director of school operations to review enrollment targets and plan for next steps as well. Finally, the school also uses the data dashboard SchoolMint to see where outreach has been successful and to come up with other options to help the school meet its enrollment targets.

**See Attachment 1 for data tables and additional information.**

**Benchmark 10: Legal Compliance**  
*The school complies with applicable laws, regulations, and the provisions of its charter.*

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> <li>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</li> <li>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</li> <li>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</li> </ul>

**Summative Evidence for Benchmark 10:**

- **Indicator a:** At the time of the site visit there was no evidence that the school was out of compliance with state and federal laws and the provisions of its charter. The school benefits from working with a service provider with many years of experience working with district and charter schools.
- **Indicator b:** According to the renewal application, New Visions provides coaching and oversight for school staff that are responsible for compliance functions. In addition, they have designated staff with whom the school can consult regarding compliance and legal requirements.

- **Indicator c:** In April 2019, the Board of Regents approved a reduction in the school’s maximum authorized enrollment from 600 to 566 students. The school’s trustees requested this revision in order to accurately reflect the enrollment plan originally proposed by the school in its initial charter application.

**Attachment 1: 2019-2020 Renewal Site Visit**  
**New Visions Charter High School for Advanced Math and Science IV**

**Benchmark 1:**

**Indicator 1: All Schools**

*1.a.i. Accountability - ESEA Accountability Designation:*

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

**Indicator 2: Elementary/Middle School Outcomes**

*(Not available for this charter school.)*

**Indicator 3: High School Outcomes**

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 1 below.

**Table 1: Annual Regents Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	New Visions Charter High School for Advanced Math and Science IV	NYS	Differential to State	Charter Total Tested	New Visions Charter High School for Advanced Math and Science IV	NYS	Differential to State	Charter Total Tested	New Visions Charter High School for Advanced Math and Science IV	NYS	Differential to State	Charter Total Tested	New Visions Charter High School for Advanced Math and Science IV	NYS	Differential to State
Algebra I (Common Core)	2016-2017	210	55%	70%	-15	44	18%	46%	-28	10	30%	49%	-19	159	52%	63%	-11
	2017-2018	155	39%	64%	-25	30	13%	39%	-26	14	29%	46%	-17	125	35%	56%	-21
	2018-2019	194	50%	66%	-16	39	23%	43%	-20	17	29%	50%	-21	155	51%	59%	-8
Algebra II (Common Core)	2016-2017	11	73%	81%	-8	.	.	.	.	.	.	.	.	5	60%	70%	-10
	2017-2018	41	22%	82%	-60	.	.	.	.	.	.	.	.	30	27%	72%	-45
	2018-2019	53	30%	83%	-53	.	.	.	.	.	.	.	.	43	30%	72%	-42
English Language Arts (Common Core)	2016-2017	154	71%	84%	-13	28	32%	59%	-27	6	33%	47%	-14	119	70%	77%	-7
	2017-2018	159	56%	79%	-23	37	30%	52%	-22	10	10%	47%	-37	126	56%	70%	-14
	2018-2019	212	86%	84%	+2	44	61%	61%	0	15	73%	56%	+17	160	88%	78%	+10
Geometry (Common Core)	2016-2017	135	36%	63%	-27	21	5%	34%	-29	.	.	.	.	104	33%	50%	-17
	2017-2018	134	26%	67%	-41	17	6%	38%	-32	8	0%	45%	-45	103	25%	54%	-29
	2018-2019	129	36%	70%	-34	13	8%	41%	-33	7	14%	46%	-32	99	30%	57%	-27
Global History	2016-2017	141	55%	68%	-13	25	32%	38%	-6	5	40%	39%	+1	110	50%	58%	-8
	2017-2018	51	25%	39%	-14	11	18%	23%	-5	.	.	.	.	40	20%	36%	-16
Global History Transition	2017-2018	137	45%	73%	-28	28	11%	45%	-34	8	25%	44%	-19	113	42%	62%	-20
	2018-2019	73	52%	62%	-10	22	41%	34%	+7	6	50%	36%	+14	58	50%	51%	-1
Living Environment	2016-2017	181	56%	72%	-16	37	32%	45%	-13	9	22%	37%	-15	142	54%	62%	-8
	2017-2018	148	56%	70%	-14	28	21%	44%	-23	14	43%	43%	0	113	54%	60%	-6
	2018-2019	182	65%	71%	-6	32	19%	45%	-26	15	53%	43%	+10	143	62%	61%	+1
Physical Setting/Chemistry	2016-2017	62	24%	74%	-50	7	14%	52%	-38	.	.	.	.	45	22%	61%	-39
	2017-2018	25	20%	72%	-52	.	.	.	.	.	.	.	.	18	17%	59%	-42
	2018-2019	19	21%	73%	-52	.	.	.	.	.	.	.	.	15	13%	60%	-47
Physical Setting/Earth Science	2016-2017	105	22%	64%	-42	20	0%	40%	-40	6	17%	33%	-16	84	18%	53%	-35
	2017-2018	62	31%	68%	-37	12	8%	44%	-36	5	20%	42%	-22	48	29%	58%	-29
	2018-2019	6	33%	64%	-31	.	.	.	.	.	.	.	.	5	40%	53%	-13
Physical Setting/Physics	2016-2017	13	31%	82%	-51	.	.	.	.	.	.	.	.	9	33%	73%	-40
US History and Government	2017-2018	106	71%	81%	-10	24	38%	56%	-18	7	71%	58%	+13	81	67%	73%	-6
	2018-2019	126	54%	77%	-23	25	36%	51%	-15	7	14%	47%	-33	103	50%	67%	-17

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

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Table 2 below.

**Table 2: Regents 4-Year Cohort Outcomes**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math And Science IV	NYS	Differential to NYS
ELA	2015 Cohort	113	95%	84%	+11	24	75%	55%	+20	6	67%	55%	+12	87	93%	79%	+14
Global History	2015 Cohort	113	75%	78%	-3	24	50%	43%	+7	6	50%	48%	+2	87	72%	70%	+2
Math	2015 Cohort	113	88%	84%	+4	24	58%	51%	+7	6	83%	60%	+23	87	87%	78%	+9
Science	2015 Cohort	113	86%	83%	+3	24	50%	51%	-1	6	67%	51%	+16	87	84%	76%	+8
US History	2015 Cohort	113	73%	79%	-6	24	42%	48%	-6	6	67%	48%	+19	87	68%	71%	-3

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

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates: See Table 3 below.

**Table 3: High School Graduation Rates by Cohort**

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS Graduation Rate	NYS Differential
2015 Cohort	4 Year	113	87%	83%	+4	24	67%	62%	+5	6	67%	58%	+9	87	83%	77%	+6

\*See NOTES (2), (3), (5), and (7) below.

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: See Table 4 below.

**Table 4: Third Year On-Track to Graduate – Target = 75%**

New Visions CHS for Advanced Math and Science IV	All Students			SWD			ELL/MLL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2015	116	87	75%	26	9	35%	7	4	57%	88	65	74%
2016	117	96	82%	20	8	40%	5	4	80%	96	76	79%

\*See NOTES (2), (3), (4), and (9) below.

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: See Table 5 below.

**Table 5: High School 4-Year Persistence Rates - Target = 85%**

New Visions Charter High School for Advanced Math And Science Iv	All Students			SWD			ELL/MLL			ED		
	Original Cohort	Persistent	4 Year Persistence	Original Cohort	Persistent	4 Year Persistence	Original Cohort	Persistent	4 Year Persistence	Original Cohort	Persistent	4 Year Persistence
2015 Cohort	129	91	71%	30	15	50%	6	4	67%	108	74	69%

\*See NOTES (2), (3), (7), and (10) below.



## Benchmark 9:

Table 6: Student Demographics

	SWD			ELL/MLL			ED		
	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District
2015-2016	24%	20%	+4	3%	14%	-11	84%	75%	+9
2016-2017	22%	21%	+1	5%	15%	-10	78%	75%	+3
2017-2018	19%	18%	+1	6%	17%	-11	77%	75%	+2
2018-2019	17%	17%	0	6%	16%	-10	78%	73%	+5

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

Table 7: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	New Visions Charter High School for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions Charter High School for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions Charter High School for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions Charter High School for Advanced Math and Science IV	NYC CSD 27	Differential to District
2016-2017	85%	81%	+4	80%	78%	+2	100%	78%	+22	85%	81%	+4
2017-2018	84%	86%	-2	78%	81%	-3	83%	79%	+4	85%	87%	-2
2018-2019	90%	87%	+3	88%	84%	+4	83%	80%	+3	92%	87%	+5

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

**\*NOTES:**

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*

