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

CONTENTS

^ , K K >   ^ Z / W d / K E

Charter School Summary[1]

Name of Charter School	New Visions Charter High School for Advanced Math and Science IV
Board Chair	Lior Evan
District of location	NYC CSD 27
Opening Date	Fall 2015
Charter Terms	Initial: September 9, 2015 – June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12/ 566 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12/ 566 students
Comprehensive Management Service Provider	New Visions for Public Schools
Facilities	156-10 Baisley Boulevard, Jamaica, NY 11434 – Public Space
Mission Statement	AMS IV is part of the New Visions charter school network. New Visions charter schools provide 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 postsecondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace uµoš]‰o ššu‰š• š o Œv] 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.
Key Design Elements	x Learning Framework: Capacities for Imaginative Thinking x System of assessment and continuous assessment of data x Aligned goal setting focused on student need x Team teaching x Extended day and Saturday classes x Additional math and reading specialists on staff x Challenge-based curriculum and Anchor Projects

[1] The information in this section was provided by the NYS Education Department Charter School Office.

E ,D Z< E >z^/^

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:

- x Educational Success
- x Organizational Soundness
- x 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
Exceeds	

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school

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

- x 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 expec0 g9x

x 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*
   x 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

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

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*
   x 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.
   x 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.
   x 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.

Composite Scores
2014-

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

Element	Indicators
1. School Leadership	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. 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. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. 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. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships N/A	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.

- x 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.
- x 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.
- x 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*
    - x 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.

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

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

Summative Evidence for Benchmark 8:

1. Element: *Mission and Key Design Elements*
   - **x** 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.
   - **x** 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.

<div style="border: 1px solid black; background-color: #d3d3d3; padding: 10px;">

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 free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

</div>

Finding: Approaches

Element	Indicators
1. Targets are met	a.

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.

x   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 enrollment9A906s0.000 w.000000 Gboeet

x 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.)

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

	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
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
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
2016-2017	154	71%	84%	-13	28	32%	59%	-27	6	33%	47%	-14	119	70%	77%	-7
2027-1908S	159	56%	79%	-23	37	30%	52%	-22	10	10%	47%	-37	126	56%	70%	-14
2019-2089	212	86%	84%	+2	44	61%	61%	0	15	73%	56%	+17	1611.25 Tf1 0 0 1 227.47 388.9 T

* 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

		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%													

* 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

Charter Total Cohort	New Visions CHS for Advanced Math and Science IV						
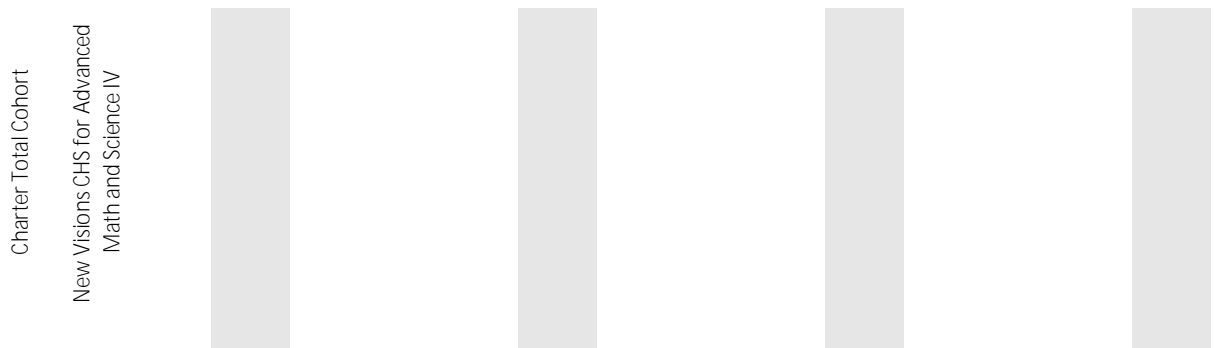
*See NOTES (2), (3), (5), and (7) below.

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 Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance
2015 Cohort	129	91	71%	30	15	50%	6	4	67%	108	74	69%

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