New York State Education Department

Renewal Site Visit Report
2019-2020

New Visions Charter High School for the Humanities II

Visit Date: November 18-19, 2019
Date of Report: January 31, 2020

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	New Visions Charter High School for the Humanities II
Board Chair	Nancy Grossman
District of location	NYC CSD 7
Opening Date	Fall 2012
Charter Terms	• Initial: August 13, 2012 – June 30, 2017 • First Renewal: July 1, 2017 – 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	455 Southern Boulevard, Bronx, NY 10455 – Public Space
Mission Statement	*HUM II 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 English, history and art 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	• Learning Framework: Capacities for Imaginative Thinking • System of assessment and continuous assessment of data • Aligned goal setting focused on student need • Team teaching • Extended day and Saturday classes • Additional math and reading specialists on staff

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

	• Challenge-based curriculum and Anchor Projects • Cascade of writing • Remediation and Acceleration • Adult inquiry
Requested Revisions	None

Noteworthy: The New Visions Charter High School for the Humanities II (HUM II) values the cultural and linguistic diversity among the members of its school community. The school is committed to capitalizing on students' English language development and providing a program to develop both English and Spanish authentically at an academic level. To this end, it has been developing a robust bilingual program, offering its Spanish speaking students the opportunity to earn the Seal of Biliteracy.

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

	Year 1 2017 to 2018	**Year 2 2018 to 2019**	**Year 3 2019 to 2020**
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	511	536	566

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

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

METHODOLOGY

A two-day renewal site visit was conducted at HUM II on November 18-19, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, 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 two of the school's assistant principals.

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

[2] This proposed chart was submitted by HUM II in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

a. **Renewal Application;**
b. **Academic data;**
c. **Current organizational chart;**
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. **Efforts toward achieving enrollment and retention;**
k. **Admissions and Waitlist**;
l. **Faculty/Staff Roster;**
m. **Annual Reports; and**
n. **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
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted on November 18-19, 2019 at the New Visions Charter High School for the Humanities II, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**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).	Approaches
	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 (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
	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.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: 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
	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.	Meets
	Benchmark 7: Organizational Capacity: 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
Faithfulness to Charter & Law	**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.	Meets
	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

- The New Visions Humanities II Charter School is in year 8 of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting 8 benchmarks and approaching 2 benchmarks. Additional details regarding those ratings are provided below.

- **Areas of Strengths**: The school has undertaken a turnaround under new leadership, which has put in place a coherent curriculum based on New Visions for Public Schools (New Visions) curriculum resources as well as a comprehensive assessment system, which informs a robust response to intervention (RTI) program. The school has a robust and responsive student support staff in place with a variety of academic and social-emotional supports. The school also has in place a comprehensive professional development program, including training and coaching by school leaders as well as New Visions' specialists. The school benefits from its relationship with New Visions, which provides academic, operational and financial guidance and support. Finally, the school has undertaken a culture reset with a focus on positive approaches and restorative practices and appears to have an environment conducive to learning.

- **Areas in Need of Improvement**: The school has experienced significant staff turnover and has simultaneously raised expectations for teaching and learning. It continues to face hiring challenges in a competitive labor market. While school leaders have articulated clear expectations for instructional rigor and student engagement, classroom observations indicate that the traction of new hiring and professional development remains to be seen. Over the course of the charter term, the school has not made gains in its enrollment of subgroup populations. Despite the school's enhanced recruitment efforts, the percentage of students from all three subgroup populations remains below that of NYC CSD 7.

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: Approaches

Academic Program for High School: HUM II is part of the New Visions network of charter schools. Starting in the 2018-2019 school year, HUM II adopted the New Visions network's curricula in core subjects, while continuing to develop its own curriculum in other areas, including the school's bilingual program. The school has expanded its AP and dual certification offerings. The school has a comprehensive assessment system in place, including diagnostic, formative and summative tools, and data are used by a variety of stakeholders, including the board, school leadership and faculty. The school also has a robust support staff and tiered response to intervention (RTI) program that provides both academic and behavioral supports.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs): Supports for SWDs and ELLs/MLLs are provided by both push-in and pull-out services. Special education teachers are assigned to specific subjects to facilitate the co-planning of lessons and the co-teaching of students in an inclusive setting. Bilingual classes are provided to ELL/MLL students as well. The school also provides mandated counseling and related services based on students' individualized education programs (IEPs). The NYCDOE Office of Special Education noted that when communication is frequent and fluid, HUM II makes a good effort to support its students during the IEP process. However, they reported that the teachers of the student do not always participate in IEP meetings and the special education liaison who attends IEP meetings sometimes does not have key information.

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 (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.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. 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. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	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. 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.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***
   - **Indicator a:** At the time of the renewal visit, the school had already put in place a cohesive curriculum aligned with New York State Learning Standards (NYSLS). During the focus group, school leaders acknowledged that the school had not had strong systems in place in the past to align its curriculum to standards; as a result, new leadership decided to adopt the New Visions' curriculum in all subjects available. School leaders indicated the biggest shift was in

social studies and science. They adopted the New Visions ELA framework with school-selected texts and reported that the math program had already been closely aligned with that of New Visions. In addition, school leaders reported recent expansion of Advanced Placement offerings, including AP literature and composition, literature, psychology, and calculus classes. New Visions staff indicated that the network does not have bilingual curriculum but has assisted the school in developing its curriculum in this area.

- **Indicator b:** The school is currently using scope and sequences developed by New Visions. These inform unit plans that include what the renewal application describes as "a toolbox of curated resources… from which teachers can build their own daily lesson plans." Unit and lesson plans provided to evaluators on the days of the renewal visit were detailed and thorough. They included essential questions, standards, lesson objectives, vocabulary, anticipated misconceptions, assessments and rubrics, and resources. With support from New Visions specialists and instructional leaders at the school, departments meet weekly to review these resources and plan lessons. Faculty submit lesson plans weekly for review. In the focus groups, school staff reported raised expectations for lesson plans as part of increased teacher accountability.
- **Indicator c:** In addition to guidance documents from the New Visions curriculum and instruction team, school leaders described regular meetings at the school level of instructional leadership, departments, and grade teams, which are used to facilitate horizontal and vertical curriculum alignment. As discussed during focus groups, instructional leaders and New Visions specialists support these alignment efforts. Staff also participate in professional development offered through New Visions related to curriculum. On the 2018-2019 NYC Schools Survey, 76% of teachers say that, at their school, teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- **Indicator d:** The school provides a variety of ways for students to access the curriculum. Lesson plans include explicit methods for differentiation. The lesson plans reviewed on site described differentiated curriculum materials as well as scaffolds such as reference sheets, front-loaded vocabulary and partially completed data tables. Deliberate grouping and targeted support were also evident in lesson plans; for instance, the lesson plans for a number of observed classes identified specific students with various tiers of need and assigned adults to work with them individually or in groups.
- **Indicator e:** During the focus group, school leaders described ongoing curriculum review and revision based on student performance data. As a result, the school has moved to use New Visions' curriculum in all subjects for which it is available. The instructional leadership team and departments meet regularly with New Visions specialists to discuss curriculum, including scope and sequences and unit plans. Faculty also submit lesson plans weekly for review and feedback.

2. Element: ***Instruction***
    - **Indicator a:** In the focus group, school leadership indicated that there are clear expectations for raising instructional rigor that is then supported by targeted professional development and coaching. In observed classrooms, instruction was generally planned and organized with clear learning objectives and activities aligned to those objectives. The rigor of questioning varied, with some teachers demanding responses that required critical thinking while others used leading questions and repeatedly rephrased student answers, taking the burden off students to demonstrate learning. Some tasks were procedural with limited exploration of conceptual underpinnings. Others challenged students to deepen their understanding.

Effective pacing also varied; some classes were tightly run with animated discussions while in others, students went off task and were not redirected.

- **Indicator b:** Students were consistently compliant, but intellectual engagement with learning activities varied. The CSO team observed whole class, small group, and independent learning activities. In some classes, students were all actively participating in whole class discussions or group work with teachers circulating to answer questions. In others, even with multiple adults in the room, students were allowed to go off task without notice or redirection.

3. Element: ***Assessment and Program Evaluation***
    - **Indicator a:** HUM II has a balanced system of assessments in place. It administers Performance Series assessments and uses the results to inform instructional planning and interventions. Unit assessments and mock Regents exams are used to evaluate student mastery and college and career readiness. On demand writing assessments are used in 9th and 10th grades in English, science and history classes. The renewal application also indicates a shift toward increasing coherence in the use of PSAT and SAT "in line with college and career preparation." During the focus group, school leaders reported that the school is unique among New Visions charter schools in contracting with ANET to implement interim assessments as well, and the school also decided to use the Diagnostic Online Reading Assessment (DORA), which includes a Spanish version, for screening students in need of intervention.
    - **Indicator b:** The school conducts a variety of meetings, including department and cohort meetings, dedicated to data analysis and action planning. In their respective focus groups, school leaders and staff noted the ongoing monitoring of data to inform instruction. Teachers use curriculum-based assessments as well as external assessments, such as Performance Series and ANET interim assessments, for instructional planning. The New Visions Strategic Data Check-in protocol also provides information about each student's standing with regards to Regents and other graduation requirements. School leaders and support staff noted that data are disaggregated to monitor performance of SWDs and ELLs/MLLs as well.
    - **Indicator c:** School leaders described ongoing review of student performance and culture data. According to the 2018-2019 NYC Schools Survey, 96% of teachers say that the principal/assistant principal(s) carefully track student academic progress. During the focus group, school leaders described how data had informed their decisions at the school, including modifying the school schedule to start earlier and adopting New Visions' curriculum, based on identified needs of students and staff. The school also benefits from the external evaluation of New Visions staff who provide insight into the comparative efficacy of its programs and procedures. In addition, principals from New Visions schools meet regularly to share their experiences with programs.

4. Element: ***Supports for Diverse Learners***
    - **Indicator a:** The school and its network provide a range of supports for diverse learners. HUM II has a robust student support staff, including social workers, culture coordinators, and one counselor per grade. The school employs a tiered response to intervention (RTI) program for students performing below grade level. During the focus group, school leaders indicated a current focus on enhancing Tier 1 academic support via improved classroom instruction. Tiers 2 and 3 academic interventions include composition and literacy courses as well as the *Wilson, Just Words* and *Read 180* programs. In addition, the school provides tiered behavioral supports, including counseling and mentoring. According to interviews with school leaders and support staff, co-teaching is used to support SWDs and ELLs/MLLs in addition to pull-out supports and services. On the 2018-2019 NYC Schools Survey, 86% of teachers said that their

school educates students with disabilities in the least restrictive environment appropriate. Special education teachers are assigned to specific content areas to focus their support and maximize expertise. The school also provides mandated counseling and related services such as speech and language therapy for SWDs. For ELL/MLL students, the school offers a bilingual program in the 9th grade with Global History, Algebra and Spanish Language Arts and is considering expanding these offerings to 10th grade as well. Stand-alone English as a New Language (ENL) classes are differentiated for newcomers and long-term ELL/MLL students. In addition, a number of Spanish speaking students have earned the Seal of Biliteracy, which the school is hoping to expand to other languages. During the special populations focus group, support staff noted an increase in the number of SWDs and ELLs/MLLs enrolled in AP and dual enrollment with Bronx Community College. Finally, the school provides Saturday and summer school programs, and school leaders reported that they are piloting more rigorous Regents prep courses, such as a pre-AP course called Rhetoric and Revolution and a cross-curricular ELA/US History course called Stolen Land: Native American History and Literature.

- **Indicator b:** As noted above, the school has a robust assessment system and the RTI program employs additional diagnostic assessments, including a Spanish version of DORA. In addition, teachers and leaders collect a range of data regarding the needs of students, including academic performance, attendance, and behavior. In the special populations focus group, support staff described how co-teachers review student work and other data together to inform their lesson planning. In addition, culture trackers are used to share information about students among faculty and support staff. Specifically, staff review the data from these trackers for SWDs to identify trends and individual student's needs. Grade cohort meetings include special education, ENL, and counseling staff. On the 2018-2019 NYC Schools Survey, 97% of teachers said that the principal, teachers, and staff at HUM II collaborate to make the school run effectively. Support staff also noted that the ENL team reviews student work to identify gaps; it is working to norm expectations and shares strategies with faculty for supporting ELLs/MLLs.

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

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. 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. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety***
    - **Indicator a:** The new school leadership team has undertaken a school culture reset over the last two years. As mentioned in the focus groups with school leaders and support staff and noted in the renewal application, HUM II is making a deliberate shift to PBIS and restorative strategies and away from punitive approaches, which they believe "allows for more focus on pedagogy and rigor." This includes restorative sessions using reflection and planning protocols as an alternative to detention. School leaders described the use of more explicit language and interventions for various tiers of behaviors and increased expectations for teachers to undertake multiple attempts at intervention before referring students for

discipline. Posters with student-generated class rules were observed in multiple classrooms. As a result of ongoing feedback and coaching, including summer training on positive classroom culture, school leaders described increased consistency in teachers' values, beliefs, and expectations for students. School leaders also reported making more proactive use of a culture tracking tool this year that documents positive behaviors as well as infractions. The school has a written code of conduct in place that is based on NYCDOE Citywide Behavioral Expectations. It includes tiered behaviors, support interventions, and possible disciplinary responses. However, last year on the NYC Schools Survey, 55% of students and 38% of teachers said that discipline is applied to students fairly in their school. In addition, 38% of teachers said that order and discipline are maintained at their school. During the culture/climate focus group, student support staff indicated that there has been increased communication with students, families, and staff about behavioral expectations, including an expanded family handbook.

- **Indicator b:** On the days of the renewal visit the school was safe and orderly with calm transitions between classes and appropriate behavior in both public spaces and classrooms. According to the 2018-2019 NYC Schools Survey, 84% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. 88% of students said that they feel safe in their classes.
- **Indicator c:** During the focus group, school leaders reported ongoing programming related to bullying and harassment, including town hall meetings and student presentations on cyberbullying. The school also adopted a formal reporting protocol this year. While 56% of students said on the 2018-2019 NYC Schools Survey that students rarely or never harass, bully, or intimidate other students at their school, that percentage rose to 65% when referring to differences, like disability or weight; 68% when referring to race, ethnicity, religion, national origin, or citizenship/immigration status; and 75% when asked about gender, gender identity, gender expression, or sexual orientation.
- **Indicator d:** On the 2018-2019 NYC Schools Survey 41% of students and 57% of teachers said that most students behave well even when the teacher isn't watching. Interviews with school leaders reported a significant focus on classroom management training and coaching resulting in a reduction in the number of teachers with classroom management problems. Moreover, on the day of the renewal site visit, observed classrooms were generally organized and conducive to learning with no evidence of disruptive behavior.

2. Element: ***Family Engagement and Communication***
    - **Indicator a:** The school engages parents in a variety of ways. The principal sends out a regular newsletter and parents can access student information online via PowerSchool and Live School. The school started family dinner events last year that are reported by the school leader to be well attended. On the 2018-2019 NYC Schools Survey 94% of families said that they feel well-informed by the communications they receive from their school. Ninety-nine percent of families said that their school communicates with them in a language and in a way that they can understand, and 91% of families said that they are likely to attend a general school meeting or school event.
    - **Indicator b:** Teachers use a variety of means to communicate with parents, including the online portals and parent teacher conferences. Parents have access to assignments, attendance and grades. Interviewed staff described an open door policy for parent questions and concerns. On the 2018-2019 NYC Schools Survey 90% of families said that school staff regularly communicate with them about how families can help their child learn, and 95% of families say that they are likely to go to a regularly scheduled parent-teacher conference.

- **Indicator c:** The school hosts weekly community meetings and school leaders described town halls and surveys used to solicit feedback. On the 2018-2019 NYC Schools Survey 90% of families said that the principal encourages feedback from the community and them through regular meetings. As the school continues to shift its culture, the school leader noted that he is considering the addition of a PBIS student committee next year**.**
- **Indicator d:** The school has a systematic process for responding to family or community concerns. During the focus group, school leaders noted that they have an open door policy, town hall meetings, and public board meetings. In their respective focus group, school staff described strong relationships with parents, and on the 2018-2019 NYC Schools Survey 90% of teachers said that the principal encourages feedback through regular meetings with parent and teacher leaders.
- **Indicator e:** When asked about how the school shares school-level academic data with the broader school community, the principal reported sending a letter about overall school performance to parents. During the focus group, staff described town hall meetings where school progress, goals, and achievement are shared.

3. Element: ***Social-Emotional Supports***
   - **Indicator a:** During the focus groups, school leaders and staff indicated that the school provides a number of social-emotional supports. A peer group connection program has 11th and 12th grade students facilitate groups for 9th grade students to support the transition to high school. An advisory program is provided for 9th grade students once per week, which school leaders are considering expanding to other grades. The school's behavior point system is also aligned to social-emotional competencies with a different lens every two weeks. School leaders reported that social-emotional learning (SEL) topics are being integrated into the English and Social Studies curricula, which they had identified as a gap. School staff have also participated professional development on SEL practices facilitated by New Visions.
   - **Indicator b:** According to the renewal application, the school administers a social-emotional screener to identify students with needs and organize supports. In addition, cohort management teams review both academic and behavioral data to identify the needs of their students and coordinate supports as part of the school's tiered behavioral RTI program.
   - **Indicator c:** The school's culture team and subcommittees have conducted surveys and collect and analyze culture tracker data to inform social-emotional programing. During the focus group, support staff indicated that there is a daily review of attendance and tardiness data which informs incentive programs. Interviewed school leaders and support staff reported continuing to refine and norm the implementation and use of the behavior point system. Data have also informed the design of and changes to the school's advisory program.

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.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
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 the Humanities II 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 High School for the Humanities II's 2018-2019 composite score is 3.00.

Composite Scores
2016-2017 to 2018-2019

Year	*Composite Score*
2016-2017	3.00
2017-2018	3.00
2018-2019	3.00

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 High School for the Humanities II's 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

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. 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. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: ***Board Oversight and Governance***
   - **Indicator a:** The board possesses the range of skill sets necessary for charter school governance, including expertise in education, administration, law, finance and accounting. A number of board members are Bronx residents and/or have connections to the school community. At the time of the renewal site visit, there were 11 board members; two members are scheduled to resign by the end of the year, and two new prospective board members were introduced at the November board meeting.
   - **Indicator b:** The board described its role as holding school leadership and New Visions accountable for achieving the mission of the school. New Visions has a goal-setting process through which principals establish metrics and strategies for their school. Board members noted that there are common goals across the network as well as goals specific to HUM II based on its unique demographics. Board members described goals for graduation rates and various indicators of college readiness. While board members indicated that they are currently focused on turnaround efforts to improve the curriculum and staff stability, long-term they are interested in increasing college readiness and expanding the bilingual program. While they acknowledge past challenges, they believe structures and staff are currently in place to realize improvement.
   - **Indicator c:** During the board focus group, members attributed the recent decline in performance to disruptive leadership turnover and acknowledged a lack of oversight with respect to the academic program, i.e., a curriculum not aligned to college and career readiness standards. They described working with New Visions to appoint a new principal and support changes to the leadership team and school program. The school principal reports

monthly to the board and the New Visions Superintendent of Charter Schools, who is also a voting member of the board, attends monthly board meetings and provides biannual reviews. Board members indicated receiving a range of data monthly, including student performance data, e.g., SAT, Regents, as well as attendance, graduation rates, suspensions, etc. They also noted getting disaggregated data to see how student subgroups are performing. Board members indicated that they are particularly interested in progress towards graduation and monitor closely credit accumulation and Regents pass rates. That said, the board was not involved in developing the school's current Corrective Action Plan (CAP) in response to the NYSED CSO's Notice of Deficiency issued following the school's 2018-2019 ESSA designation as a Comprehensive Support and Improvement school. Though board members indicated that they had reviewed the CAP to ensure alignment with internal plans, they did not demonstrate a clear plan for monitoring its implementation. Finally, the board described consistent financial oversight, including regular reports of budget to actuals and audits.

- **Indicator d:** During the focus group, the board reported reviewing and revising policies regularly, including board by-laws and its contract with New Visions.
- **Indicator e:** Evaluation procedures are in place for key stakeholders. The New Visions Superintendent of Charter Schools conducts a mid-year and end-of-year evaluation of the school principal, which is provided to the board. During the focus group, board members also described ongoing oversight of the school leader via monthly meetings. Finally, each board member is aligned with a specific New Visions charter school principal and maintains an ongoing dialogue. The board also reported hearing from New Visions at monthly board meetings and conducting staff surveys to gauge satisfaction with its service provider. Specifically, board members noted staff feedback about New Visions related to professional development, communication, and branding issues.
- **Indicator f:** During the focus group, the board described ongoing oversight of the school and its service provider, as well as regular review of policies and contracts. In addition, New Visions provides a compliance calendar to help facilitate the board's oversight.

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. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership***
   - **Indicator a:** Though the school had three leaders in three years, at the time of the renewal visit it had a stable leadership team in place with relatively new members. The leadership team includes a principal and four assistant principals, three who supervise the instructional program and one who oversees the school's culture and climate. The principal took over as the school leader last year, coming with leadership experience from another New Visions charter school. On the 2018-2019 NYC Schools Survey, 79% of teachers said that the principal and assistant principals function as a cohesive unit. In the focus groups, school leaders and

staff indicated a clear focus on improving student performance and graduation rates by building staff stability and capacity aligned with college and career readiness. School leaders described increased expectations for students passing three Regents exams by their second year and more students pursuing advanced Regents diplomas. The school participates in an annual formal goal-setting process as part of the New Visions network. Reviewed documents indicated that the school's student achievement goals for this year include raising the academic achievement index, increasing the percentage of juniors who have passed three or more Regents exams, and increasing the passing percentage of first-time Regents takers. The school also has explicit goals for attendance and enrollment, school culture, and operations. On the 2018-2019 NYC Schools Survey, 90% of teachers said that the principal makes clear to the staff his or her expectations for meeting instructional goals, and 83% of teachers say that the principal communicates a clear vision for this school. Moreover, 79% of teachers say that their school has well-defined learning expectations for all students.

- **Indicator b:** The leadership focus group revealed clear roles and responsibilities for all school stakeholders, and HUM II maintains clear and specific job descriptions for staff positions. In addition, New Visions provides school leaders with discretion in organizing their schools, and the new principal has reshaped the school's staffing plan based on his assessment of the school's academic and cultural needs. For example, each assistant principal has been assigned with responsibility for a student grade cohort as well as subject areas. A dean position was upgraded to an assistant principal role and leads an enhanced culture team. When the school's director of school operations (DSO) departed, the position was eliminated while a deputy DSO was maintained. In addition, the school has created department chair roles this year to distribute leadership to support the academic program and staff development. The school's renewal application also indicates that the school operates with an eleven-member school leadership team (SLT) in accordance with the school's collective bargaining agreement. It includes school leaders, seven teachers and other staff members and meets monthly.
- **Indicator c:** School leaders reported a shift from "people to teams" and the school is organized into functional area teams that meet regularly, including the SLT, cohort management (i.e., grade) team, departments and a culture team. The latter was enhanced by the principal to increase problem solving and follow-up with a focus on implementing restorative practices. School meetings are typically attended by school leaders, including the principal, assistant principals and department chairs. In addition, as part of the New Visions network, external support is provided by New Visions in academic, cultural and operational realms.
- **Indicator d:** As a result of HUM II's leadership changes, the school has recently experienced a higher rate of teacher turnover than it had in the past. According to the school's Annual Reports, 13 out of 37 teachers left during the 2017-2018 school year, and 11 out of 41 teachers left during the subsequent year. In order to better retain teachers, the school has invested in professional development and a reduced teaching load. School leaders reported that hiring assistant principals is a network-wide challenge and the new department chair positions are designed to serve as a leadership pipeline. Interviewed school leaders indicated that they have hiring authority with the staff application process facilitated by New Visions. During the focus group, school leaders indicated that they are holding teachers accountable; for example, four teachers were not renewed last year after being given support and professional improvement plans. According to New Visions staff, the school has also revised its policies to increase retention, such as the introduction of paid leave this year.

2. Element: ***Professional Climate***

- **Indicator a:** Hiring remains a challenge for the school, especially in competitive fields like science. For example, during the focus group, school leaders noted that they made seven offers for science teachers and none accepted; moreover, a science position was being filled at the time of the renewal visit. As a result, school leaders reported making strategic decisions about filling or redefining positions to meet their needs. School leaders and board members both noted that much of recent staff attrition has been involuntary departures in order to increase the quality of instruction.
- **Indicator b:** During the focus group, school leaders indicated that they have taken deliberate steps to build staff capacity, including reducing the number of blocks taught from five to four and adjusting the school schedule to facilitate regular opportunities for collaboration, including grade cohort meetings, department meetings, and culture team meetings. On the 2018-2019 NYC Schools Survey, 97% of teachers said that at their school, the principal, teachers, and staff collaborate to make the school run effectively.
- **Indicator c:** HUM II has a comprehensive professional development program in place. According to the 2018-2019 NYC Schools Survey, 79% of teachers said that their professional development experiences this year have been sustained and coherent. During the focus group, instructional leaders described a formal coaching system that is being aligned to the Danielson framework. Coaching involves both the principal and assistant principals as well as New Visions specialists who observe teachers and provide feedback and guidance. School leaders reported that they are beginning to train department chairs to provide coaching as well. On the 2018-2019 NYC Schools Survey, 100% of teachers said that the principal/assistant principal(s) provides formative feedback to improve practice, and 100% said that the principal/assistant principal(s) provides support for teachers to implement formative feedback.
- **Indicator d:** The school has a teacher evaluation system in place that is supported by New Visions. All New Visions schools use the Danielson Framework and have adopted TeachBoost to track teacher evaluation data and facilitate communication. New Visions staff described ongoing training for instructional leaders, including school walk-throughs to norm the process.

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

- **Indicator a:** The school benefits from a close relationship with New Visions. Focus groups with school staff, board members and New Visions staff indicate a clear establishment of roles and responsibilities between the school and the service provider. The school principal retains significant discretion to design the school program, including curriculum, assessments and culture, and to hire staff, and receives ongoing guidance and feedback from New Visions staff. The school leader reported a positive and supportive relationship with New Visions, indicating that he is clear about the school's needs, and the network is responsive to those needs. New Visions is organized into functional teams, including leadership, operations, programming, budget, curriculum and instruction, HR and technology. The New Visions Superintendent of Charter Schools conducts school leadership evaluations and provides the results to the board for its consideration. New Visions specialists provide support to both instructional leaders and faculty. Interviewed support staff described almost daily contact with network staff regarding programming, compliance, staffing, and training related to special education and ENL issues. New Visions specialists observe and give feedback to general education, special education, and ENL teachers. School leaders also described support with respect to

operations, testing, and compliance, and said they would like more support with respect to culture and restorative practices.

- **Indicator b:** The school submitted a proposed management agreement to NYSED with New Visions as part of the renewal application. Changes to the contract comply with required charter amendment procedures.
- **Indicator c:** Board members described regular oversight of its service provider through regular interaction at board meetings. They have also reviewed and revised their contract, including changes to the principal selection procedures, intellectual property rights, and termination provisions.

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***
   - **Indicator a:** School leaders and staff, board members, and New Visions staff all described a common and consistent focus on college and career readiness**.** During focus group sessions, they described priorities and goals related to academic achievement with respect to Regent exams, graduation rates, and Advanced Regents diplomas. They noted expansion of opportunities for AP and dual enrollment with Bronx Community College. With a reset of school culture underway, school stakeholders are focused on increasing the rigor of the curriculum aligned with college and career readiness standards.
   - **Indicator b:** The school continues to implement all of its key design elements, refining specific practices as needed. Board members reported that "humanities" is hard to define, and they continue to work on establishing the humanities identity of the school in the community. With respect to humanities, school leaders noted that every student gets a writing course with all 9th and 10th grade students taking a composition course. The school is enhancing its curriculum and has a tiered intervention program in place that includes flexible staffing models to provide additional math and reading specialists to students who require remediation. It is also developing a comprehensive assessment system with implementation of new interim assessments and ongoing use of data to drive improvement efforts. The school continues to offer extended day and Saturday classes that focus on support in each of the main content areas, additional content and writing support for ELLs/MLLs, and Regents preparation. The school employs team teaching and has assigned content-specific special education teachers to co-teach. The renewal application noted the original intention for students to complete end-of-trimester anchor projects as part of a "challenge-based curriculum," which has been modified to include various project-based learning activities. During the focus group, school leaders indicated that they are continuing to work to incorporate this approach into the school's academic program, including summer intersession, experiential trips tied to themes such as "Lead the Change," and senior culminating projects presented to authentic audiences. Finally, board members noted the school's partnership with Lincoln Center, indicating that it is a flexible arrangement and "not used across the board," but they hope for more involvement in the future. New Visions staff indicated they have moved away from mandating Lincoln Center partnerships and school leaders noted some related activities are planned for the spring but indicated a desire to refine their key design elements to pursue artist residencies instead.

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

Element	*Indicators*
1. *Targets are met*	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. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

- **Indicator a:** The school is just within its overall enrollment target band; school leaders reported that, based on BEDS data from this year, it achieved 86% of its approved enrollment. School leaders indicated that they plan to pull earlier from the waitlist next year to increase yield and get closer to their maximum approved enrollment of 566 students. NYSED will share exemplars with the school in order to help them develop strategies to address this issue. While the school is slightly below the district in the percentage of SWDs and ELLs/MLLs, it has a smaller percentage of economically disadvantaged (ED) students in comparison to the district. However, school leaders believe that this is inaccurate as they described the challenge in getting high school families to complete the financial forms for free and reduced-price lunch necessary to document ED students.
- **Indicator b:** The school is making good faith efforts to attract students. The school works closely with New Visions on student recruitment, which reported adding dedicated funds in the school budget for recruitment. Current reported recruitment strategies include marketing in Harlem and the South Bronx, presentations at high school fairs, information sessions and open houses, and leveraging partner organizations. According to the renewal application and focus groups with school staff, HUM II utilizes a range of recruitment strategies to increase the percentage of special populations. These include rebranding the school in the community, developing relationships with feeder middle schools, and implementation of a bilingual program. Support staff described placing flyers in public housing and attending monthly

meetings of community-based organizations. School leaders indicated they are also considering admissions preferences.

- **Indicator c:** School leaders demonstrated awareness of student enrollment and demographics. According to the renewal application, New Visions maintains a real-time data dashboard that allows school staff to monitor progress towards 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

Element	*Indicators*
1. *Legal Compliance*	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. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance***
   - **Indicator a:** At the time of the renewal visit there was no evidence the school is out of compliance with applicable state and federal laws and the provisions of its charter.
   - **Indicator b:** In February 2019 HUM II received a Notice of Deficiency from the CSO due to its 2018-2019 ESSA designation as a Comprehensive Support and Improvement school. With assistance from New Visions, the school developed a CAP that addresses the specific metrics related to improving academic performance as specified in the 2018-2019 ESSA school accountability report. The CAP identifies clear strategies and goals that the school is implementing and continually monitoring.
   - **Indicator c:** According to the renewal application, the school did not seek any material or non-material revisions to its charter.

Attachment 1: 2019-2020 Renewal Site Visit
New Visions Charter High School for the Humanities II

Benchmark 1:

Indicator 1: All Schools

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

This school is designated as a school in need of Comprehensive Support and Improvement under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In graduation rate, New Visions Charter High School for the Humanities II students did not tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

(Not applicable 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 Humanities II	NYS	Differential to State	Charter Total Tested	New Visions Charter High School for Humanities II	NYS	Differential to State	Charter Total Tested	New Visions Charter High School for Humanities II	NYS	Differential to State	Charter Total Tested	New Visions Charter High School for Humanities II	NYS	Differential to State
Algebra I (Common Core)	2016-2017	253	30%	70%	-40	50	16%	46%	-30	55	15%	49%	-34	205	30%	63%	-33
	2017-2018	290	31%	64%	-33	73	14%	39%	-25	64	17%	46%	-29	253	29%	56%	-27
	2018-2019	235	42%	66%	-24	54	9%	43%	-34	62	40%	50%	-10	204	40%	59%	-19
Algebra II (Common Core)	2016-2017	72	3%	81%	-78	13	0%	62%	-62	10	0%	67%	-67	65	3%	70%	-67
	2017-2018	43	26%	82%	-56	.	.	.	.	.	.	.	.	32	31%	72%	-41
	2018-2019	45	40%	83%	-43	.	.	.	.	.	.	.	.	32	31%	72%	-41
English Language Arts (Common Core)	2016-2017	158	68%	84%	-16	29	52%	59%	-7	26	46%	47%	-1	129	70%	77%	-7
	2017-2018	172	52%	79%	-27	25	24%	52%	-28	33	12%	47%	-35	136	48%	70%	-22
	2018-2019	206	65%	84%	-19	36	33%	61%	-28	46	30%	56%	-26	156	63%	78%	-15
Geometry (Common Core)	2016-2017	62	19%	63%	-44	5	0%	34%	-34	6	50%	39%	+11	48	21%	50%	-29
	2017-2018	113	13%	67%	-54	10	0%	38%	-38	15	0%	45%	-45	93	13%	54%	-41
	2018-2019	64	23%	70%	-47	.	.	.	.	.	.	.	.	46	13%	57%	-44
Global History	2016-2017	92	27%	68%	-41	21	10%	38%	-28	18	22%	39%	-17	75	28%	58%	-30
	2017-2018	33	55%	39%	+16	10	30%	23%	+7	.	.	.	.	24	46%	36%	+10
Global History Transition	2017-2018	110	45%	73%	-28	18	28%	45%	-17	24	29%	44%	-15	85	42%	62%	-20
	2018-2019	39	31%	62%	-31	5	40%	34%	+6	10	20%	36%	-16	24	29%	51%	-22
Living Environment	2016-2017	168	43%	72%	-29	40	23%	45%	-22	38	18%	37%	-19	132	43%	62%	-19
	2017-2018	256	36%	70%	-34	55	15%	44%	-29	59	12%	43%	-31	214	35%	60%	-25
	2018-2019	242	35%	71%	-36	50	18%	45%	-27	62	19%	43%	-24	199	37%	61%	-24
Physical Setting/Chemistry	2017-2018	25	0%	72%	-72	.	.	.	.	.	.	.	.	20	0%	59%	-59
	2018-2019	46	28%	73%	-45	.	.	.	.	.	.	.	.	30	20%	60%	-40
Physical Setting/Earth Science	2016-2017	34	24%	64%	-40	.	.	.	.	.	.	.	.	28	25%	53%	-28
	2017-2018	46	11%	68%	-57	7	0%	44%	-44	12	8%	42%	-34	37	11%	58%	-47
	2018-2019	52	15%	64%	-49	.	.	.	.	9	0%	37%	-37	40	13%	53%	-40
US History and Government	2016-2017	361	30%	81%	-51	81	22%	55%	-33	65	23%	50%	-27	290	32%	73%	-41
	2017-2018	176	38%	81%	-43	41	17%	56%	-39	33	21%	58%	-37	136	35%	73%	-38
	2018-2019	74	30%	77%	-47	10	10%	51%	-41	14	21%	47%	-26	56	34%	67%	-33

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

3.a.iii. and 3.a.iv Regents 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 Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Humanities II	NYS	Differential to NYS
ELA	2013 Cohort	88	89%	85%	+4	15	53%	55%	-2	6	67%	41%	+26	64	89%	80%	+9
	2014 Cohort	117	72%	84%	-12	32	56%	54%	+2	18	39%	52%	-13	92	71%	78%	-7
	2015 Cohort	104	72%	84%	-12	18	22%	55%	-33	20	35%	55%	-20	76	67%	79%	-12
Global History	2013 Cohort	88	59%	78%	-19	15	13%	42%	-29	6	17%	35%	-18	64	58%	70%	-12
	2014 Cohort	117	59%	77%	-18	32	28%	42%	-14	18	28%	43%	-15	92	55%	69%	-14
	2015 Cohort	104	50%	78%	-28	18	28%	43%	-15	20	25%	48%	-23	76	47%	70%	-23
Math	2013 Cohort	88	83%	85%	-2	15	33%	50%	-17	6	50%	53%	-3	64	83%	80%	+3
	2014 Cohort	117	62%	83%	-21	32	22%	49%	-27	18	33%	59%	-26	92	58%	77%	-19
	2015 Cohort	104	70%	84%	-14	18	17%	51%	-34	20	40%	60%	-20	76	66%	78%	-12
Science	2013 Cohort	88	77%	84%	-7	15	33%	52%	-19	6	33%	42%	-9	64	77%	78%	-1
	2014 Cohort	117	62%	83%	-21	32	28%	52%	-24	18	22%	50%	-28	92	59%	76%	-17
	2015 Cohort	104	63%	83%	-20	18	22%	51%	-29	20	35%	51%	-16	76	59%	76%	-17
US History	2013 Cohort	88	65%	81%	-16	15	33%	49%	-16	6	17%	40%	-23	64	66%	74%	-8
	2014 Cohort	117	56%	80%	-24	32	28%	48%	-20	18	44%	50%	-6	92	53%	72%	-19
	2015 Cohort	104	62%	79%	-17	18	28%	48%	-20	20	40%	48%	-8	76	59%	71%	-12

**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 Humanities II	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Visions CHS for Humanities II	NYS Graduation Rate	NYS Differential
2013 Cohort	4 Year	88	80%	82%	-2	15	60%	58%	+2	6	50%	42%	+8	64	81%	76%	+5
	5 Year	82	91%	85%	+6	11	82%	64%	+18	.	.	.	.	60	90%	80%	+10
	6 Year	81	93%	86%	+7	10	90%	66%	+24	.	.	.	.	59	92%	82%	+10
2014 Cohort	4 Year	117	73%	83%	-10	32	66%	60%	+6	18	50%	54%	-4	92	72%	76%	-4
	5 Year	113	86%	86%	0	32	84%	66%	+18	17	71%	62%	+9	87	85%	81%	+4
2015 Cohort	4 Year	104	76%	83%	-7	18	50%	62%	-12	20	55%	58%	-3	76	74%	77%	-3

**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 5 below.*

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

New Visions CHS for Humanities II	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
2013	91	56	62%	13	2	15%	8	2	25%	81	48	59%
2014	125	56	45%	31	5	16%	21	4	19%	103	49	48%
2015	110	59	54%	21	4	19%	25	7	28%	84	43	51%
2016	128	64	50%	22	4	18%	30	6	20%	101	51	50%

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

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: See Table 6 below.

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

New Visions Charter High School for Humanities II	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
2013 Cohort	100	57	57%	15	5	33%	11	5	45%	78	46	59%
2014 Cohort	123	71	58%	31	18	58%	22	12	55%	101	62	61%
2015 Cohort	113	66	58%	24	8	33%	22	10	45%	92	51	55%

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

Benchmark 9:

Table 6: Student Demographics

	SWD			ELL/MLL			ED		
	New Visions CHS for Humanities II	NYC CSD 7	Differential to District	New Visions CHS for Humanities II	NYC CSD 7	Differential to District	New Visions CHS for Humanities II	NYC CSD 7	Differential to District
2016-2017	21%	24%	**-3**	15%	18%	**-3**	79%	88%	**-9**
2017-2018	22%	25%	**-3**	19%	23%	**-4**	82%	90%	**-8**
2018-2019	21%	25%	**-4**	20%	23%	**-3**	79%	89%	**-10**

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

Table 7: Retention – Aggregate and Subgroup

	All Students			SWD			ELL/MLL			ED		
	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District	New Visions Charter High School for the Humanities II	NYC CSD 7	Differential to District
2016-2017	86%	80%	+6	81%	75%	+6	95%	79%	+16	87%	82%	+5
2017-2018	87%	83%	+4	84%	77%	+7	89%	82%	+7	87%	84%	+3
2018-2019	84%	79%	+5	79%	74%	+5	92%	81%	+11	84%	79%	+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).

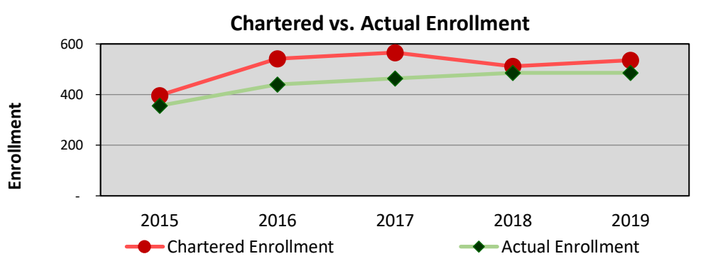
Charter School Fiscal Accountability Summary

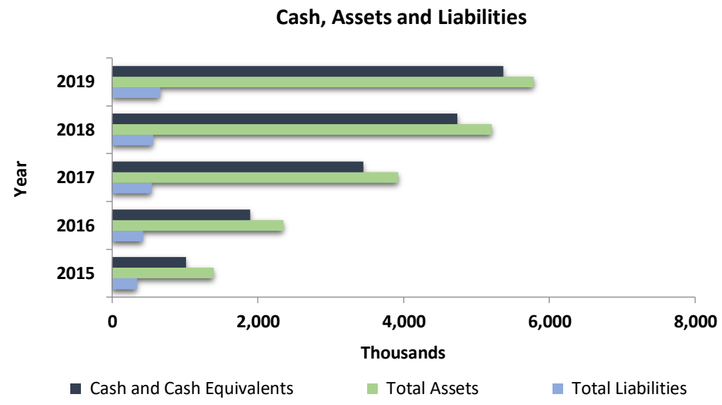
NEW VISIONS CHARTER HIGH SCHOOL FOR HUMANITIES II

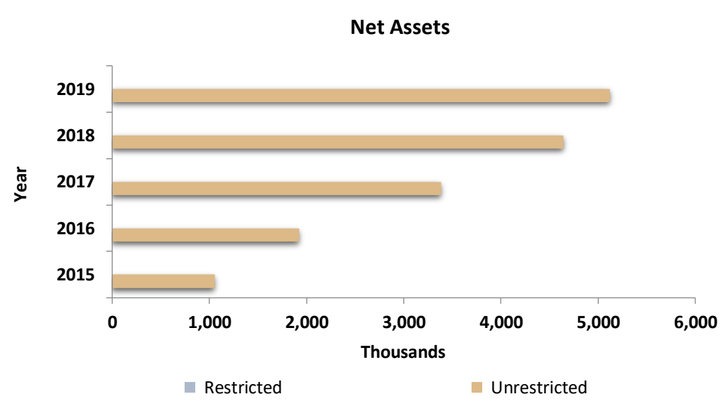
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	9-11	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	-	-
Chartered Enrollment	397	542	566	511	536
Maximum Chartered Enrollment	566	566	566	-	-
Actual Enrollment	356	440	463	485	486
ASSETS					
Current Assets					
Cash and Cash Equivalents	1,015,997	1,892,668	3,447,162	4,732,467	5,367,061
Grants and Contracts Receivable	174,311	290,878	440,107	462,222	332,494
Prepaid Expenses	16,052	14,384	-	5,774	60,614
Other Current Assets	-	-	-	-	-
Total Current Assets	1,206,360	2,197,930	3,887,269	5,200,463	5,760,169
Non-Current Assets					
Property, Building and Equipment, net	114,591	80,424	35,085	4,538	20,805
Restricted Cash	75,077	75,170	-	-	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	189,668	155,594	35,085	4,538	20,805
Total Assets	1,396,028	2,353,524	3,922,354	5,205,001	5,780,974
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	131,405	116,919	144,505	110,741	127,520
Accrued Payroll and Payroll Taxes	98,958	153,101	172,018	240,674	306,777
Due to Related Parties	110,099	157,103	159,111	184,073	185,583
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	64,194	24,897	38,692
Total Current Liabilities	340,462	427,123	539,828	560,385	658,572
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	340,462	427,123	539,828	560,385	658,572
NET ASSETS					
Unrestricted	1,055,566	1,926,401	3,382,526	4,644,616	5,122,402
Restricted	-	-	-	-	-
Total Net Assets	1,055,566	1,926,401	3,382,526	4,644,616	5,122,402
Total Liabilities and Net Assets	1,396,028	2,353,524	3,922,354	5,205,001	5,780,974

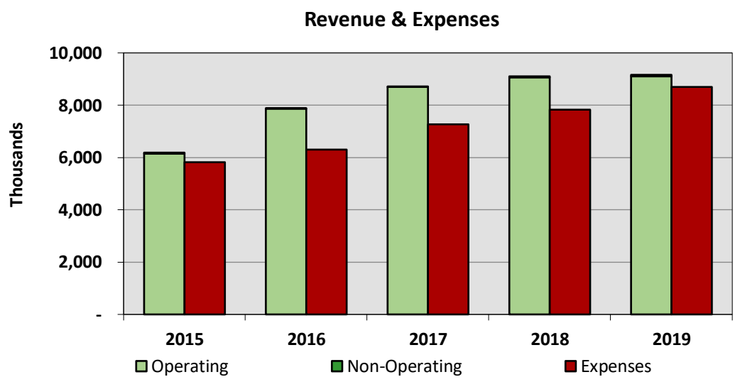


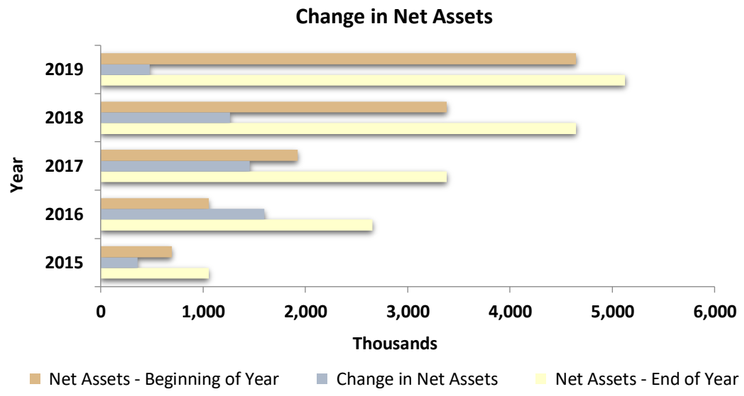




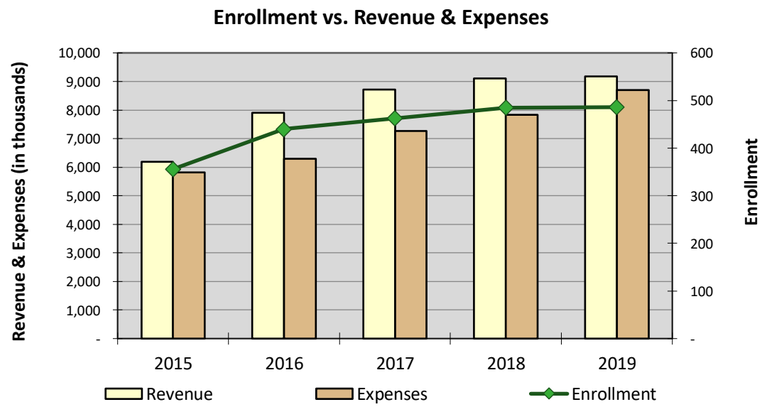
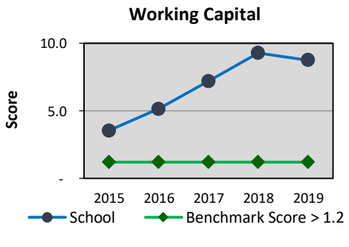
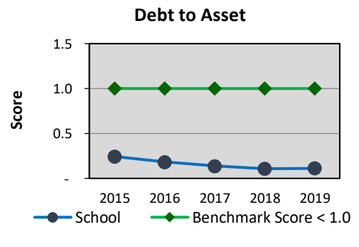
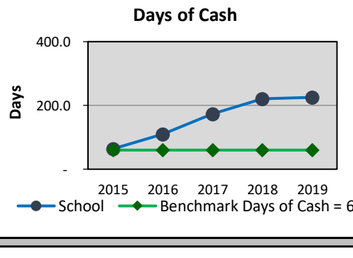
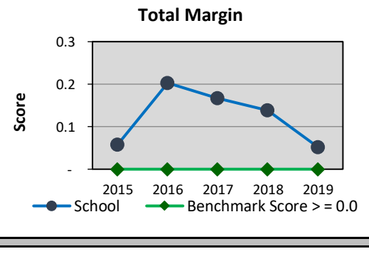
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	5,810,244	7,414,010	6,693,079	7,025,909	7,174,689
State and Local Per Pupil Revenue - SPED	-	-	1,400,283	1,370,782	1,212,976
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	340,315	455,090	415,326	469,626	481,722
State and City Grants	-	-	197,145	201,030	243,328
Other Operating Income	-	-	-	-	-
Total Operating Revenue	6,150,559	7,869,100	8,705,833	9,067,347	9,112,715
EXPENSES					
Program Services					
Regular Education	5,202,591	6,231,208	4,364,107	5,067,693	5,687,164
Special Education	-	-	2,068,470	1,972,612	2,184,823
Other Expenses	-	-	-	-	-
Total Program Services	5,202,591	6,231,208	6,432,577	7,040,305	7,871,987
Supporting Services					
Management and General	570,134	S	835,601	796,830	818,547
Fundraising	49,204	62,953	-	-	-
Total Support Services	619,338	62,953	835,601	796,830	818,547
Total Expenses	5,821,929	6,294,161	7,268,178	7,837,135	8,690,534
Surplus/Deficit from Operations	328,630	1,574,939	1,437,655	1,230,212	422,181
SUPPORT AND OTHER REVENUE					
Interest and Other Income	83	157	212	6,749	28,262
Contributions and Grants	29,106	-	18,258	25,129	27,343
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	26,556	-	-	-
Total Support and Other Revenue	29,189	26,713	18,470	31,878	55,605
Change in Net Assets	357,819	1,601,652	1,456,125	1,262,090	477,786
Net Assets - Beginning of Year	697,747	1,055,566	1,926,401	3,382,526	4,644,616
Net Assets - End of Year	1,055,566	2,657,218	3,382,526	4,644,616	5,122,402





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	17,277	17,884	18,803	18,696	18,750
Support and Other Revenue	82	61	40	66	114
Total Revenue	17,359	17,945	18,843	18,761	18,865
Expenses - Per Pupil					
Program Services	14,614	14,162	13,893	14,516	16,198
Mangement and General, Fundraising	1,740	143	1,805	1,643	1,684
Total Expenses	16,354	14,305	15,698	16,159	17,882
% of Program Services	89.4%	99.0%	88.5%	89.8%	90.6%
% of Management and Other	10.6%	1.0%	11.5%	10.2%	9.4%
% of Revenue Exceeding Expenses	6.1%	25.4%	20.0%	16.1%	5.5%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.45	2.85	3.00	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	865,898	1,770,807	3,347,441	4,640,078	5,101,597
Working Capital (Current) Ratio	3.5	5.1	7.2	9.3	8.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.2	0.2	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	63.7	109.8	173.1	220.4	225.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.1	0.2	0.2	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard