



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

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

Report Date: March 9, 2022

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SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

NEW VISIONS AIM CHARTER HIGH SCHOOL I

1150 East New York Avenue, Brooklyn | Grades: 9-12 | NYC Community School District 17

The State University of New York Board of Trustees (the “SUNY Trustees”) approved New Visions AIM Charter High School I (“AIM I”) on May 24, 2017 as a restructuring renewal of ROADS Charter School I (“ROADS I”). AIM I’s restructured program began in fall 2017, serving 179 students in 9th – 12th grade.



MISSION

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

CURRENT CHARTER

Serves: 9th - 12th

Chartered Enrollment:
250

Charter Expiration:
July 31, 2022

PROPOSED FUTURE CHARTER

Serves: 9th – 12th

Chartered Enrollment:
200

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

Evidence based and technology enabled administrative systems;	+
Defined postsecondary pathways, comprised of direct partnerships with postsecondary programs; postsecondary planning; academic and career pathway postsecondary preparation; student outcome tracking; and, alumni support;	-
Intensive and personalized academic supports including personalized education program assignments based on comprehensive diagnostic assessments, evidence based instructional design and delivery, and extended day academic supports;	+
Flexible and personalized academic programming, targeted blended learning, and asynchronous digital learning opportunities;	-
Advisors for students who serve as the single point of contact with families, facilitate productive behavior management, and support students in achieving regular attendance; and,	+
Provide intensive and integrated social and emotional supports.	+

CHARTER SCHOOL BACKGROUND

EDUCATION CORPORATION BACKGROUND

The SUNY Trustees approved the charter renewal and restructuring of ROADS I to AIM I on May 24, 2017. This restructuring allowed the education corporation to serve the same students enrolled in ROADS I at the time but required the program to operate under new governance with a new educational program and new not-for-profit management entity, New Visions for Public Schools, Inc. (“New Visions” or the “network”). The network replaced the board and most of the staff. AIM I began transitioning the program at the end of the 2016-17 school year and officially began operating on August 1, 2017.

AIM I is one of 10 charters that partner with New Visions, a New York not-for-profit corporation that serves as a charter management organization (“CMO”) for AIM I. The New York State Board of Regents (the “Board of Regents”) authorizes six of the charters. The SUNY Trustees authorize the remaining four charters: New Visions Charter High School for the Humanities, New Visions Charter High School for Advanced Math and Science, New Visions AIM Charter High School II (“AIM II”), and AIM I, all of which operate as independent education corporations. New Visions also provides educational programming to a portfolio of 71 New York City Department of Education (“NYCDOE”) schools across the city, 10 of which are transfer schools that serve students who are at least 16 years old and are off track for high school graduation. By contract, the network provides the charter with curriculum, assessment, instructional, operational, facilities, and back office assistance. The network is also responsible for managing and evaluating the performance of each charter and charter leader.



NOTEWORTHY

In order to provide more targeted support to students as it transitioned into remote learning at the start of the pandemic, AIM I enhanced the accountability coaching model. Coaches provided support to students in academics and individualized development plans (“IDP”) through biweekly conferences. Coaches monitored students’ progress on IDP goals and set mid-to-long-term goals to help reacclimate students to returning to school. Coaches also conducted regular outreach to students and caregivers outside of the biweekly conferences, and also regularly coordinated supports with other school faculty and staff.

SUMMARY OF COVID-19 RESPONSE

In response to COVID-19 closures, AIM I quickly pivoted to remote learning in March 2020. The charter instituted a two week instructional framework to improve instructional effectiveness and pedagogical capacity of teachers during remote learning. AIM I provided training and support for all teachers around the use of Google Suite to create

CHARTER SCHOOL BACKGROUND

instructional materials and provide students asynchronous access to differentiated lessons, models, resources, and tasks in addition to supplementing and supporting student engagement in synchronous lessons. The charter continued to facilitate learning through a remote blended instructional model for the remainder of the 2019-20 school year to address learning losses and allow students to work through the material in a self-paced manner. AIM I remained remote for most of the 2020-21 school year and began inviting 10% of their population for in-person instruction in late April 2021.

RENEWAL RECOMMENDATION

Full-Term Renewal with Conditions *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of New Visions AIM Charter High School I for a period of five years with authority to provide instruction to students in 9th – 12th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 200 students subject to the following conditions:*

- *by August 1, 2022, the charter must submit to the Institute for approval a local assessment plan as detailed in the charter agreement and/or other interim and/or summative assessments approved by the Institute to evaluate students’ academic achievement, progress, and growth, and how such outcomes will be used by the charter to help inform academic intervention services, social/emotional learning supports, school-level improvement initiatives, and decision making;*
- *by August 1, 2022, the charter must submit to the Institute for approval an action plan to improve academic performance and credit accumulation. Such action plan must specify the strategies to improve performance for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timetable and deadlines for completion of key tasks sufficient to allow the education corporation’s board of trustees (the “board”) and the Institute to monitor implementation;*
- *by June 30th of each year of the renewal charter term, the board shall engage an external consultant(s) approved by the Institute in advance, to perform a programmatic audit to serve as a mechanism to monitor the charter’s growth per the Accountability Plan, student supports, social/emotional learning supports, and performance of the network per the educational services agreement;*
- *by December 31, 2022, all board members will complete governance training, conducted by an external consultant(s) approved by the Institute in advance. Training shall include roles and responsibilities of a charter school education corporation board of trustees, partner/network evaluation, school leader evaluation, and stakeholder communication;*
- *by June 30th of each year of the renewal charter term, the board shall perform the evaluation of the CMO per the educational services agreement and provide a copy of the completed evaluation to the Institute; and,*
- *by August 1, 2022, the charter must submit to the Institute a plan to ensure the charter’s enrollment is above 80% of the chartered enrollment at all times during each year of the renewal charter term.*

RENEWAL RECOMMENDATION

The Institute makes this recommendation based on New Visions AIM Charter High School I meeting, except as noted above and herein, the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹

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



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



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

REQUIRED FINDINGS

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

1:

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

2:

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

3:

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

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

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

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

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

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

FINDINGS & INFORMATION

Is the charter an academic success?

AIM I is making progress toward meeting its high school graduation and college preparation goals in the final year of its initial charter term. The charter continues to develop some aspects of its educational program and organizational structure to improve instructional leadership, teacher coaching and development supports, and student learning and outcomes on mission aligned measures and goals.

Is the charter an effective, viable organization?

AIM I is demonstrating progress toward being an effective and viable organization. The organizational structure supports the charter's basic operational functions. The charter continues to develop policies and procedures to improve and grow the charter's educational program to meet the needs of AIM I students. Charter and network leaders have improved structures and systems to meet the unique needs of AIM I's student population, but AIM I struggles with low attendance, which hinders its ability to effectively execute and evaluate its programmatic plans.

Is the charter fiscally sound?

AIM I is fiscally sound based on the fiscal evidence collected through renewal review. The charter school has met or come close to meeting its fiscal benchmarks throughout the charter term and presents a reasonable and appropriate fiscal plan for the next charter term.

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

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

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

EXECUTIVE SUMMARY

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

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

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

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

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



DP

DATA PRESENTATION

PAGES: 9-20

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
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ACADEMIC PERFORMANCE



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

During its initial five year charter term, AIM I made progress toward meeting its key Accountability Plan goals in high school graduation, postsecondary preparation, English language arts (“ELA”), and mathematics. Over the term, the charter increased the percentage of sixth year cohort students graduating by 32 percentage points to 45% graduating in 2020-21. The charter also made progress toward meeting its science, social studies, and No Child Left Behind/Every Student Succeeds Act goals.

AIM I did not meet its graduation goal over the term but made progress toward meeting the targets for its absolute and comparative measures. From 2017-18 to 2020-21, the charter’s sixth year Graduation Cohorts posted graduation rates under the target of 67% each year. In comparison to a subset of transfer high schools identified by the network, the charter also underperformed its target each year. However, the charter increased its results consistently over the charter term. In 2020-21, 45% of the sixth year cohort graduated, an increase of 32 percentage points from 2017-18. Further, AIM I narrowed the gap between the charter and the comparison group from 37 percentage points in 2017-18 to six percentage points in 2020-21 using the most recently available data. The charter also posted high results on some leading indicators of future graduation results during the term. During every year of the charter term, AIM I retained high percentages of students who were enrolled in their first year at the program. The charter also retained all students at rates that surpassed the target of 70% each year. In 2019-20 and 2020-21, the charter met or exceeded the target for another leading indicator for graduation: at least 65% of students in the fourth year cohort passed or were exempted from at least two exams or courses required to earn a Regents diploma. In contrast, the charter did not meet the targets for its measures of credit accumulation for students enrolled in their first year at the charter and students enrolled in at least their second year. The charter has an opportunity to establish more fine-grained cohorts to track progress toward earning credits necessary for graduation.

AIM I did not meet its postsecondary preparation goal over the term but made progress toward meeting the targets for some measures. In alignment with its mission, AIM I tracks the percentage of graduates who enroll in college, enter military service, enter a technical program, or make gainful employment within one year following graduation. In each year where data are available, the charter’s sixth year cohorts posted low rates of meeting any of those criteria, falling under the target of 80%. The charter must improve its tracking systems in order to better collect data for this measure. In contrast, the charter met or came close to meeting the target for its career readiness portfolio measure over the term. Notably in 2018-19, 100% of graduates created a portfolio, which included a career plan and employable skills profile. While the charter posted results on this measure that fell below the target in the subsequent two years, the majority of graduating students continued to complete a portfolio each year. AIM I also administers an assessment to measure its graduates’ attainment of New York State’s Career Development and Occupational Studies (“CDOS”) learning standards. Although the charter’s Accountability Cohorts posted rates of achieving proficiency on the CDOS, standards though fell under the target of 75% each year, the charter increased its performance in the second half of the charter term. In 2019-20 and 2020-21, the charter’s students in the sixth year Accountability Cohort posted proficiency rates of 53% and 48%, respectively. The charter plans to continue leveraging its engagement pathways as a strategy to improve the outcomes for students after they graduate.

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BENCHMARK SUMMARY

ASSESSMENT

AIM I uses a variety of assessments to monitor student progress toward proficiency in learning standards. Assessments include external standardized assessments such as Performance Series, Renaissance STAR, and ANet for ELA and mathematics, as well as internally developed mastery assessments in each core academic subject. Instructional leaders and teachers use standardized assessments to check on overall progress toward meeting learning standards. The charter's internally developed mastery assessments provide data that teachers use to regroup students and identify topics for small or whole group reteaching. Teachers and leaders create public, visual representations of student data that are visible in most classrooms, and provide instructional data dashboards that stakeholders, teachers, and charter leaders reference. The charter defines successful course completion as scoring at least 80% on at least three mastery assessments. Teachers monitor whole class progress by grouping students into four groups: off track, not yet on track, on track, and fast track. This year, instructional leaders and teachers recognize a gap in rigor between the charter's internally developed tasks and exams and external assessments, like Performance Series, ANET, and Regents exams. Therefore, leaders are working to better align internal assessments and performance tasks with the demands of state standards.

CURRICULUM

AIM I identified the New Visions curriculum as the standards-aligned, fixed, and underlying structure for mathematics, science, social Studies, and ELA for all students across all grade levels. However, the charter must work to better align curricular materials and accompanying documents, such as unit plans, themes, skills, texts, and pacing guides, to the charter's proposed academic program for ELA, mathematics, and social studies. In 2019-20, leaders introduced and implemented a mastery learning model in response to the unique learning needs of AIM I students that is designed to make learning accessible and individualized for all students. While the mastery learning model promises to allow students to learn at individual pacing and have multiple opportunities to demonstrate mastery of course performance targets, the charter provided documents to the Institute that were incomplete and did not fully outline the mastery expectations. As a result, the Institute did not observe evidence of standards aligned learning progress, performance targets, or competencies within each course and across all grade levels. Although leaders communicated curriculum design and implementation challenges such as New Visions services not being custom enough for AIM I, the charter did not present an overall plan for curriculum development such as fully developed curricular maps and scope and sequence documents. Furthermore, charter and network leaders referenced ANet for alignment of standards and assessments for ELA and mathematics. However, the network did not provide supporting tools showing ANet alignment with the New Visions curriculum, scope and sequence documents, unit plans, and lesson plans. Because scope and sequence documents and curricular maps were incomplete or in progress at the time of the renewal visit, the Institute did not collect clear evidence to determine if teachers consistently know what to teach and when to teach it across all courses and within all grade levels. AIM I is working to put

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systems in place to understand what students know and how they are progressing on performance targets, but leaders do not have a process to support teachers to identify the targets taught for each grade level, content area, and course because the charter could not provide a timeline for the mastery model development and implementation. The charter must take the opportunity to develop a process for selecting, developing, and reviewing its curricular documents and its resources for delivering the curriculum to ensure that lesson plans, class activities, and assessments align to and reflect learning objectives and New York State standards.

PEDAGOGY

In response to engagement challenges with the school's targeted population, AIM I is developing a new approach to instructional delivery. Specifically, the school is working to make learning and content accessible for all students through the implementation of a blended, in-person online component to its mastery model. Although this approach demonstrates the charter's understanding of the needs of its targeted population, Institute team members observed inconsistencies in the quality of implementation of teaching practices during the visit. In all but one classroom observed, teachers relied heavily on Google Classrooms as the primary mode of instructional delivery. Specifically, teachers delivered lessons through presentations, pre-recorded videos, and online tasks that students proceeded through at their own pace. Students mainly reviewed slides and videos independently on computers, and the institute team members did not observe evidence of live instructional delivery. In only one classroom observed, student learning activities clearly aligned to standards-based learning objectives, students were actively engaged in instruction, and the teacher provided opportunities for guided practice, checks for understanding, and differentiated independent work time. In the majority of classes where teachers relied on Google Classrooms as the primary mode of instruction, there was no evidence of effectiveness in reviewing concepts or introducing new content to students. In addition, the Institute team did not observe checks for understanding of learning objectives. Teachers asked procedural questions as a technique to engage students, and interactions with students were limited to confirming access to slides, videos, or explaining activities. There was little evidence of differentiation and support on specific skills, knowledge, or mastery of performance targets. While most classes used a co-teaching model, Institute team members observed little to no evidence of co-teaching in most classrooms.

INSTRUCTIONAL LEADERSHIP

New Visions and AIM I instructional leaders work collaboratively to provide support for teacher development. Although the charter has a deep understanding of its target population and clear instructional vision, it is not evident that the network, board, and charter leaders work collectively to design the instructional model, identify performance targets, and evaluate the effectiveness of performance tasks and instructional plans to improve student achievement. Specifically, there is no evidence of systems, teacher development, and processes to ensure the curricular programs and lessons meet the rigor of the standards required to ensure the efficacy of the curriculum scope, sequence, and pacing design. Despite these challenges, charter leaders hold coaching sessions regularly with teachers and content teams to review student data, lesson plans, groupings, unit plans, assessment results, and content resources. Teachers, special educators, counselors, and charter leaders meet regularly in teams to review student progress on performance targets. Instructional

ACADEMIC PERFORMANCE

leaders conduct classroom observations using the Danielson Framework, a research based rubric to evaluate teaching and learning, and provide feedback on instructional strategies during structured coaching sessions. The charter has identified areas of instructional growth and is creating a tiered professional development program to allow leadership opportunities for veteran teachers to support new teachers. Leaders highlighted teacher vacancies as a concern and the need for more personalized professional development opportunities for new hires. Although instructional leaders provide opportunities and guidance for teachers to plan curriculum within and across grade levels, a review of the curriculum and instructional plans highlight inconsistencies in the network and the charter's capacity to implement a high quality instructional model for the charter's targeted population. While the charter's professional development calendar, coaching plans, and New Visions' instructional resources and planning documents hold teachers accountable for quality instruction and student achievement, Institute team members did not observe sufficient evidence that the charter's academic program is specifically designed to address the needs of the charter's target population. There is no evidence that teachers receive training on instructional approaches for over-age and under-credited students or evidence based instructional strategies or instructional resources to address learning gaps for the school's population.

AT-RISK PROGRAM

By the very statement of the charter's mission, every student at AIM I is at risk of academic failure. Every student comes into the charter reading below grade level according to the Performance Series assessment. In addition, 43% of enrolled students have individualized education programs ("IEPs") and 12% are English language learners ("ELLs"). Within its mastery scoring structure and trimester schedule, the charter uses various strategies to support students and move them to content mastery and graduation. Every core academic classroom has two teachers with specific roles to support students. Leaders intend for co-teachers to separate classes into smaller groups to focus on specific learning targets and closely monitor student progress on quick checks and mastery assessments to understand where students need more support. However, AIM I does not effectively leverage its co-teaching model. Teachers and instructional leaders identify students with the highest needs and assign them to Read180, an intensive, research based program designed to accelerate students' literacy skills. AIM I does leverage its co-teaching model to support students with disabilities and ELLs. AIM I's associate director of special education monitors student data and observes student performance in the classroom to determine progress toward IEP goal attainment among students with disabilities.

ELL teachers push into classrooms to support ELLs scoring in the higher proficiency levels on the New York State English as a Second Language Achievement Test ("NYSESLAT"). The charter provides a standalone class for ELLs with greater English language acquisition needs. ELL teachers differentiate materials to support students with different learning needs appropriately using more advanced English vocabulary or Spanish translations, as appropriate, to ensure students can access lesson content.

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ORGANIZATIONAL CAPACITY

AIM I has the opportunity to continue to develop its organizational capacity to effectively support the delivery of the educational program. While New Visions has identified areas of need for AIM I and AIM II, New Visions has not effectively differentiated its supports to meet the unique educational and programmatic needs of the AIM I and AIM II charters. While members of the charter community have clear roles and responsibilities, many instructional and non-instructional staff members were fulfilling responsibilities across multiple positions at the time of the renewal visit. The Institute observed the charter did not align or define its supports for the specific needs of staff members to ensure effective and timely execution of programmatic and functional areas. Charter and network leaders have improved structures and systems to meet the unique needs of AIM I's student population since the Institute's previous visit in spring 2021. However, AIM I struggles with low attendance, which hinders its ability to effectively execute and evaluate its programmatic plans. At the time of the Institute's renewal visit, the average daily attendance did not meet the school's internal goal of 65%. The network lacks urgency in using other methods to improve student attendance. While the charter and network review academic data regularly, neither has a system in place to monitor the effectiveness of the overall educational program for the needs of AIM I specifically.

BOARD OVERSIGHT & GOVERNANCE

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

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

ACADEMIC PERFORMANCE

During the charter term, the board developed effective communication with the network. The board took effective action during the charter term to more clearly delineate its expectations of the network. However, the board has not yet defined clear expectations for the leadership team or established effective systems for communicating directly with leadership to ensure the most appropriate supports are in place for their coaching and development. The development of the data reporting system demonstrates the board's shift to relating supports to academic outcomes for the students, and the board expects growth in this area in the next charter term. The board is reflective as to feedback from the Institute but needs to act with more urgency to allow progress for currently enrolled students. The board recognizes a need to continue the development of a committee structure to enable the board to appropriately manage and structure needed work.

Plans for dedicated hires at the network level must allow the charter to more effectively provide programming and supports for students and leadership to ensure value under the educational services agreement.

COMPLIANCE REPORTING



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

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

NEW VISIONS AIM CHARTER HIGH SCHOOL I

Annual Reports

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

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

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

COMMUNITY SATISFACTION

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

Parent Satisfaction: Survey Results

RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	ACADEMICS
16%	91%	100%	91%	83%

Parent Survey Data

The Institute compiled data from the charter’s 2020-21 family satisfaction survey. During the remote learning period, AIM I conducted a survey to understand families’ satisfaction with the remote academic program, leadership, and culture. In 2019-20, 16% of families who received the survey responded. Of the families who responded, 91% expressed satisfaction with AIM I’s education program. Although the response rate was low, AIM I’s leadership had other touchpoints with students and families throughout the year to help meet family needs as it related to COVID-19.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with five families during the renewal visit. Families expressed satisfaction with the charter program and noted that program staff, including counselors, principals, and teachers, were extremely responsive to their needs. During remote learning in the 2019-20 and 2020-21 school years, there were clear systems for communication and staff frequently sent surveys to families to identify whether they needed rent or food assistance. Families expressed gratitude for the individual attention their children receive to make academic progress, and the creative incentive strategies that encourage student participation and academic growth. Families also shared that the charter has a clear mission and expectations: to support students to succeed academically and enter college or employment.

Public Comments

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

The NYCDOE held its required hearing on AIM I’s renewal application on October 5, 2021 by videoconference. Four people spoke in favor of the application. The principal spoke to the mission of the charter focusing on students who are facing the most difficult challenges in life including foster care, housing insecurities, and court involvement, which

COMMUNITY SATISFACTION

has left many students over-age and under-credited. The principal spoke how success is not just a high school diploma but a post-secondary future through the five pathways offered at the charter. The principal said the charter has started to focus on data and sees positive trajectory of student outcomes and retention. An alumna spoke to how the school helped her become resilient and succeed. No one spoke in opposition.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 77% of AIM I students returned from the previous year, an increase from 65% just two years prior. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

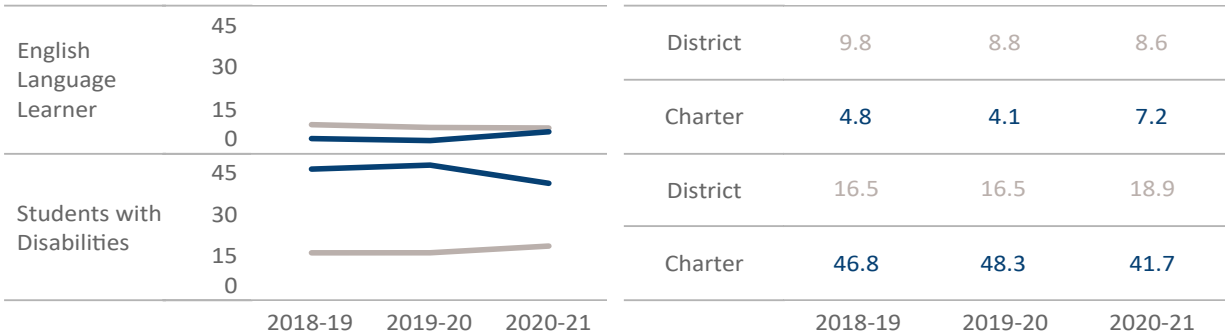


STUDENT DEMOGRAPHICS

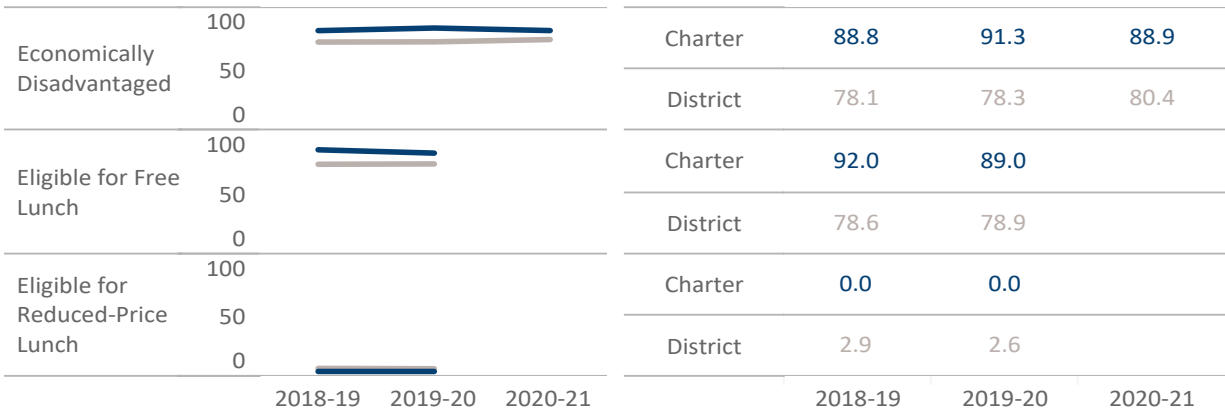
New Visions AIM Charter High School I

Brooklyn CSD 17

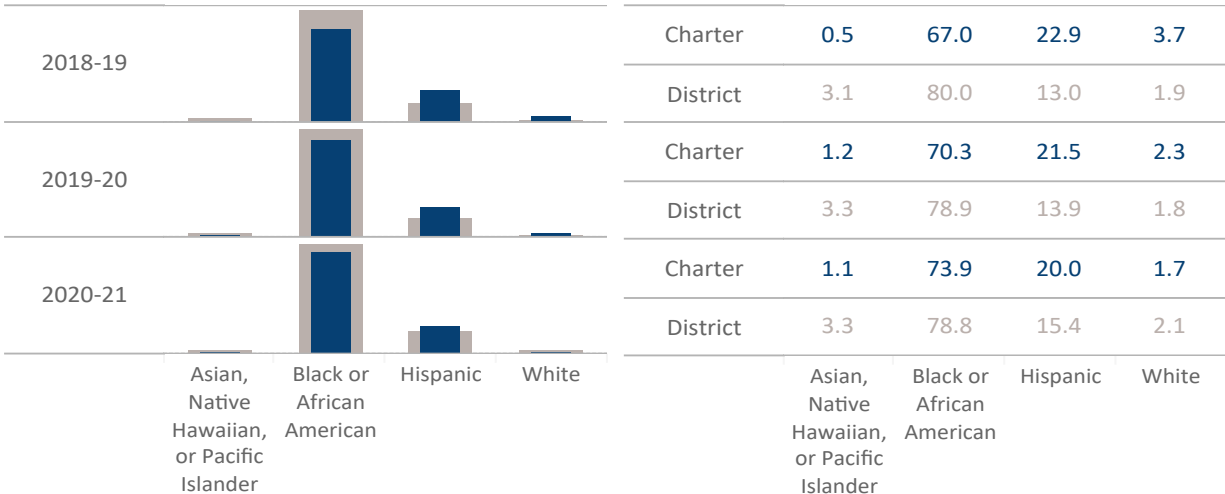
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

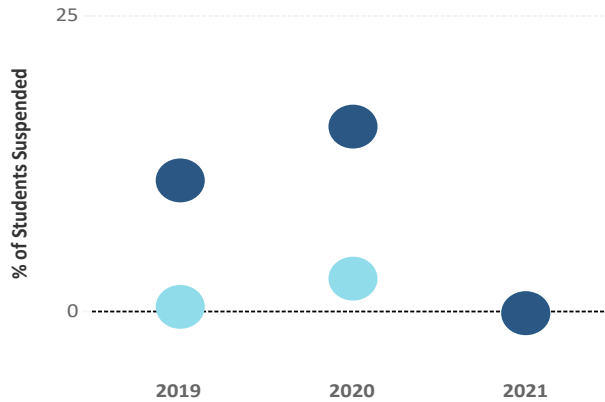


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

New Visions AIM Charter High School I

Brooklyn CSD 17



	ISS Rate	OSS Rate
2019	0.5	11.2
2020	2.9	15.7
2021	0.0	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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



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

	2019	2020	2021
Expulsions	0	0	0

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

		Target	Charter
enrollment	economically disadvantaged	80.4	88.0
	English language learners	9.9	8.2
	students with disabilities	11.8	41.5
retention	economically disadvantaged	91.3	77.3
	English language learners	92.4	75.0
	students with disabilities	86.3	79.6

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

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

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

AIM I has met its enrollment targets for students with disabilities and economically disadvantaged students and came close to meeting its enrollment targets for ELLs. The charter makes good faith efforts to meet all three of its retention targets. AIM I will continue to employ the following programmatic and student support elements and strategies in the next charter term:

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

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

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



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

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



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

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

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

5. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

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

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

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

+

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

-

AIM I has reported operating losses in two years during the current charter term. The charter also received significant philanthropy in the two years with reported losses indicating the operating loss in those two years was larger than the total change in net assets for those years. The charter has experienced low enrollment during the current charter term, and is working to increase enrollment, which would improve the financial outlook.

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

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

FISCAL ANALYSIS

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

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

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

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

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

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	P
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	P

FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	N/A

AIM I has reported both operating surpluses and deficits during the current charter term. All deficits have been offset against accumulated surpluses. However, the charter needs to increase enrollment to stabilize the current downward trajectory of the finances. The charter has \$416,036 in net assets and less than 30 days of cash on hand to pay liabilities due shortly as of June 30, 2021. Unaudited quarterly financial reports show the charter had a surplus through the first quarter of the current fiscal year and is ahead of budgeted projections. The Institute will continue to closely monitor the charter's fiscal condition going forward. The charter has funded and maintained the required \$75,000 in an escrow account in case of dissolution.

FISCAL ANALYSIS

NEW VISIONS AIM CHARTER HIGH SCHOOL I

CHARTER INFORMATION

BALANCE SHEET

Opened 2012-13

Assets

Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents - GRAPH 1	440,175	569,479	546,227	800,084	340,668
Grants and Contracts Receivable	95,159	150,123	83,724	122,544	305,028
Accounts Receivable	-	4,136	-	-	-
Prepaid Expenses	44	44	29,871	9,725	4,887
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	535,378	723,782	659,822	932,353	650,583
Property, Building and Equipment, net	-	3,809	2,404	27,953	21,277
Other Assets	75,061	75,228	577,146	76,615	76,466
Total Assets - GRAPH 1	610,439	802,879	1,239,372	1,036,921	748,326

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	42,873	137,564	711,589	24,926	35,180
Accrued Payroll and Benefits	198,765	83,274	90,120	157,497	213,424
Deferred Revenue	185,346	52,741	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	5,303	74,480	103,427	136,770	83,686
Total Current Liabilities - GRAPH 1	432,287	348,059	905,136	319,193	332,290
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	76,999	-
Total Liabilities - GRAPH 1	432,287	348,059	905,136	396,192	332,290

Net Assets

Without Donor Restrictions	178,152	454,820	334,236	640,729	416,036
With Donor Restrictions	-	-	-	-	-
Total Net Assets	178,152	454,820	334,236	640,729	416,036
Total Liabilities and Net Assets	610,439	802,879	1,239,372	1,036,921	748,326

ACTIVITIES

Operating Revenue

Resident Student Enrollment	2,618,472	2,275,350	2,683,317	2,761,798	2,786,258
Students with Disabilities	1,302,639	1,067,905	926,542	885,744	943,433
Grants and Contracts					
State and local	92,824	82,500	96,855	70,519	3,571
Federal - Title and IDEA	210,687	256,338	177,053	175,173	238,576
Federal - Other	5,793	7,772	25,641	20,347	24,181
Other	-	-	-	533,069	76,999
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	4,230,415	3,689,865	3,909,408	4,446,650	4,073,018

Expenses

Regular Education	1,634,401	1,744,824	2,069,560	1,910,305	2,109,068
SPED	2,249,248	1,317,304	1,962,341	1,779,629	1,833,901
Other	-	-	-	-	-
Total Program Services	3,883,649	3,062,128	4,031,902	3,689,934	3,942,969
Management and General	441,841	376,972	525,083	499,269	612,301
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	4,325,490	3,439,100	4,556,984	4,189,203	4,555,270
Surplus / (Deficit) From School Operations	(95,075)	250,765	(647,576)	257,447	(482,252)

Support and Other Revenue

Contributions	-	-	500,000	-	250,000
Fundraising	-	-	-	-	-
Miscellaneous Income	100,551	25,903	26,992	49,046	7,559
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	100,551	25,903	526,992	49,046	257,559

Total Unrestricted Revenue

Total Unrestricted Revenue	4,330,966	3,715,768	4,436,400	4,495,696	4,330,577
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	4,330,966	3,715,768	4,436,400	4,495,696	4,330,577

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	5,476	276,668	(120,585)	306,493	(224,693)
Prior Year Adjustment(s)	172,676	178,152	454,820	334,236	640,729
Net Assets - End of Year - GRAPH 2	178,152	454,820	334,236	640,729	416,036

FISCAL ANALYSIS

NEW VISIONS AIM CHARTER HIGH SCHOOL I

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service					
Administrative Staff Personnel	847,515	887,979	842,549	1,227,063	1,360,831
Instructional Personnel	1,767,647	1,080,746	1,428,818	1,347,449	1,484,537
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,615,162	1,968,725	2,271,367	2,574,513	2,845,368
Fringe Benefits & Payroll Taxes	618,232	352,688	430,028	469,621	538,147
Retirement	48,983	98,425	95,728	114,808	188,792
Management Company Fees	401,267	341,224	369,704	371,548	372,969
Building and Land Rent / Lease / Facility Financing	-	-	-	-	-
Staff Development	5,782	12,237	10,683	6,913	2,778
Professional Fees, Consultant & Purchased Services	254,843	324,222	932,292	266,099	234,477
Marketing / Recruitment	559	2,802	1,172	1,744	3,484
Student Supplies, Materials & Services	98,858	93,610	103,579	52,356	25,672
Depreciation	35,742	476	1,405	4,778	12,370
Other	246,061	244,691	341,027	326,823	331,213
Total Expenses	4,325,489	3,439,100	4,556,984	4,189,202	4,555,270

CHARTER ANALYSIS

ENROLLMENT

	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	250	179	214	239	250
Final Chartered Enrollment (includes any revisions)	250	179	214	239	250
Actual Enrollment - GRAPH 4	180	154	180	207	170
Chartered Grades	9-12	9-12	9-12	9-12	9-12
Final Chartered Grades (includes any revisions)	9-12	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016-17	2017-18	2018-19	2019-20	2020-21
	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	23,502	23,960	21,719	21,481	23,959
Other Revenue and Support	559	168	2,928	237	1,515
TOTAL - GRAPH 3	24,061	24,128	24,647	21,718	25,474
Expenses	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	21,576	19,884	22,399	17,826	23,194
Management and General, Fundraising	2,455	2,448	2,917	2,412	3,602
TOTAL - GRAPH 3	24,031	22,332	25,317	20,238	26,796
% of Program Services	89.8%	89.0%	88.5%	88.1%	86.6%
% of Management and Other	10.2%	11.0%	11.5%	11.9%	13.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.1%	8.0%	-2.6%	7.3%	-4.9%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
9.5	10.3	7.5	10.9	7.7

Faculty to Admin Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
2.4	1.2	3.0	1.2	1.4

Financial Responsibility Composite Scores - GRAPH 6

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.1	2.3	1.0	2.4	1.5
	Fiscally Adequate	Fiscally Strong	Fiscally Adequate	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2016-17	2017-18	2018-19	2019-20	2020-21
	103,091	451,011	(245,314)	613,160	318,293
As % of Unrestricted Revenue	2.4%	12.1%	-5.5%	13.6%	7.3%
Working Capital (Current) Ratio Score	1.2	2.3	0.7	2.9	2.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	MEDIUM	HIGH	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Good	Poor	Good	Good

Quick (Acid Test) Ratio

Score	2016-17	2017-18	2018-19	2019-20	2020-21
	1.2	2.3	0.7	2.9	1.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	HIGH	LOW	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Poor	Excellent	Good

Debt to Asset Ratio - GRAPH 7

Score	2016-17	2017-18	2018-19	2019-20	2020-21
	0.7	0.4	0.7	0.4	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	LOW	MEDIUM	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Excellent	Good	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2016-17	2017-18	2018-19	2019-20	2020-21
	1.2	2.2	1.4	2.3	0.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	Poor

FUTURE PLANS



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

In the next charter term, if granted, AIM I will continue to develop its systems for supporting students’ academic, social, and emotional wellbeing, and support students to attain a high school diploma or industry credential. The charter will continue developing its academic curricula as well as work on strategies to increase student enrollment and improve attendance rates.

NEW VISIONS AIM CHARTER HIGH SCHOOL I

Plans for the Charter’s Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. AIM I plans to improve the current academic program that has led to progress toward high performance for students. In the future charter term, if renewed, the charter will continue to develop the engagement pathways and mastery model elements of its educational program. The charter will also adjust its admissions criteria. AIM I will enroll students aged from 16 to 21 who have previously been enrolled in high school.

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

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, AIM I presents a reasonable and appropriate fiscal plan for the next charter term including charter budgets that are feasible and achievable with an emphasis on increasing enrollment to within the charter collar limit.

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

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	250	200
Grade Span	9 – 12	9 – 12
Teaching Staff	19	18
Days of Instruction	180	180

AIM I

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APPENDICES

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NEW VISIONS AIM CHARTER HIGH SCHOOL I BOARD OF TRUSTEES

CHAIR	TRUSTEES
Elizabeth Chu	Garrett Lynch
TREASURER	Sharon Hayes
Vikas Shoor	Daniel Voloch
SECRETARY	
Edgar Rodriguez	

CHARTER SCHOOL LEADERS

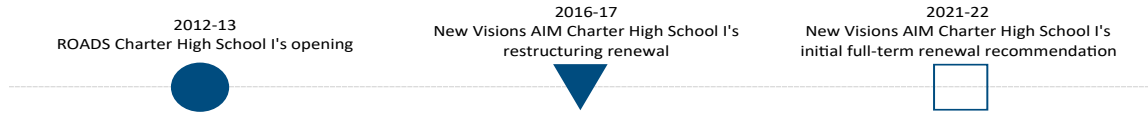
PRINCIPAL
<i>Kristin Greer, Principal (August 2015-Present)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	179	154	86%	9-12
2018-19	214	180	84%	9-12
2019-20	239	207	87%	9-12
2020-21	250	170	68%	9-12
2021-22	250	190	76%	9-12



TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year Visit	April 25, 2018
2018-19	Evaluation Visit	March 25-26, 2019
2020-21	Evaluation Visit	May 5-6, 2021
2021-22	Initial Renewal Review	November 16-17, 2021

CONDUCT OF THE RENEWAL REVIEW

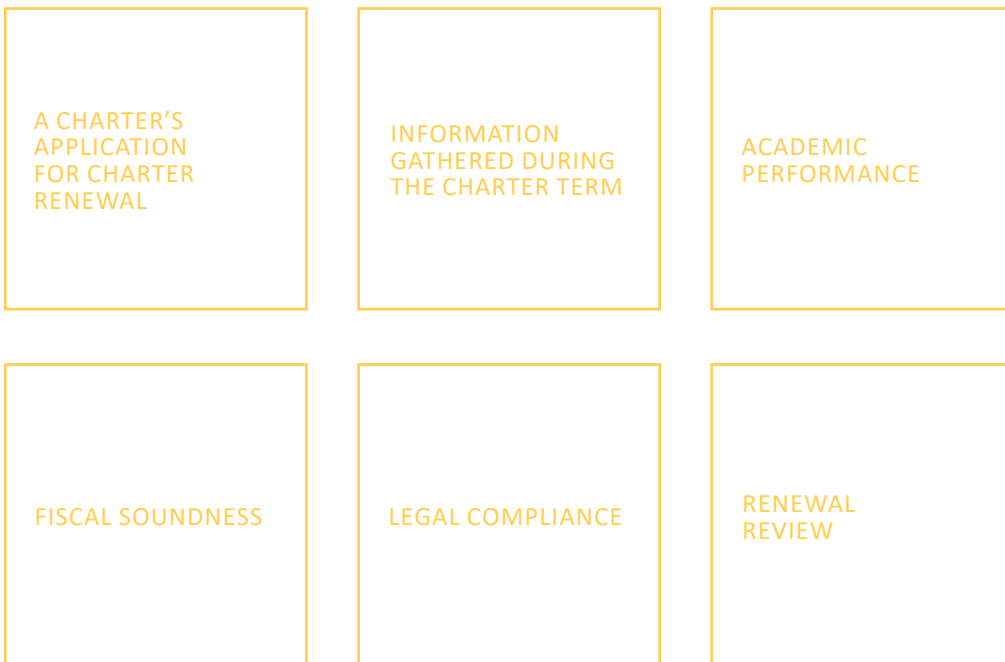
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 16-17, 2021	Vickie Masséus	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Jacqueline Frey	Senior Analyst
	Kennesha Kelly	External Consultant

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

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a charter school’s Application for Charter Renewal, and more broadly, details the merits of a charter’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

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

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

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

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



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

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



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

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

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

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

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

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



Charter Schools Institute
The State University of New York