Student and teacher at New Visions AIM Charter High School in Brooklyn
At this moment more than ever, public schools matter.

The American dream has always stood for a tomorrow that is brighter than today. For more than a million students in New York City public schools, public education is essential to that tomorrow. For nearly 30 years, New Visions for Public Schools has worked in every borough, with every mayor and every chancellor, to strengthen New York City’s public schools. We have been a constant, taking on projects that span the tenure of administrations while advancing a shared belief that each and every student deserves a world-class public education. The schools we partner with serve predominantly low-income students of color, immigrant students, and other students for whom high-quality public schools are critical enablers of opportunity.

When New Visions was founded in 1989, many high school limited opportunity: the four-year high school graduation rate was roughly 50 percent citywide. Early in the 2000s, with the graduation rate hovering at the same level, we set a then-audacious goal of reaching an 80 percent graduation rate in the schools we support. This year, more than 84 percent of the roughly 10,000 seniors in New Visions Charter and Affinity network high schools graduated in four years. This was the third year in a row that our graduation rate surpassed 80 percent. What was once audacious is now expectation. Practically, that means more than 3,000 students graduate each year than would have when we were founded.

Still, we need to do more and get better because the moment we are in demands that we do. While a high school diploma was once sufficient for entry to a middle-class life and engagement in society, it is no longer true. Students with only a high school diploma have twice the unemployment rate of college graduates. They earn only two-thirds as much each year. They vote at only two-thirds the rate of students who attend college.

Too many students still have little chance to chart a path beyond high school, their postsecondary options limited by factors outside of their control: whether their parents went to college, whether they chance upon a mentor, whether they happen to have a counselor who has the time and capacity to go above and beyond. Our work in the coming years aims to ensure that where a student comes from does not determine where a student can go.

While New Visions as an organization has been a constant, for two of us this is our first annual letter. In 2018, we were honored and gratified to be elected Board Chair and Co-Chair of New Visions. We have big shoes to fill: Dick Beattie and Roger Altman, our predecessors, have a legacy measured in those thousands of students who walk across the stage each year, diploma in hand. Yet we also know that New Visions is more capable than ever, better positioned than ever, and hungry to do more.

Leadership Letter

Gary L. Ginsberg
Chair
Blair W. Effron
Co-Chair
Mark Dunetz
President

We need you to join us in doing more. We are able to do our work because of your support, whether that means contributing your time, your voice, or your financial support. Each is an investment in the future of New York City’s public schools, and equally a vote of confidence in the ability of a small organization to have outsized impact on the nation’s largest school system.

For years, our target was 80 percent: in 2018, more than 84 percent of students graduated, well beyond 80. We remain driven by our belief that public education matters, that a better public school system is possible and necessary and worth investing in. We believe that now more than ever. We hope you do, too, and we hope you will continue to support our efforts, at this moment more than ever.
Improvement at scale has always been our focus and continues to define our vision.

Improvement at scale is hard. But working in the nation’s largest school system, New Visions has always and will always aspire to this type of change.

From our founding, as an organization dedicated to securing private support for public schools, we have been a small organization tackling big challenges. In the 1990s and 2000s, we were at the vanguard of the movement to reform New York City’s high schools by transforming large, impersonal institutions into small, tight-knit communities of learners. This effort has been recognized as one of the great improvement stories in the history of urban education in the United States.

While making schools smaller reduced the complexity and daily challenges of running a school, relying solely on individuals to monitor the thousands of high-stakes decisions and actions required to keep students on track to graduation still meant too many missed opportunities and too many students failing to graduate on time.

So, five years ago, in partnership with our Charter high schools and a network of district high schools for which we serve as a lead partner, now called an Affinity Group, we identified the need for and began to build school management and instructional systems. These systems share core approaches: defining common routines and providing foundational tools.

The routines and tools help school leaders and teachers tackle the myriad complexities of their daily work: for example, ensuring that students are in the right classes and that there are high-quality instructional materials to use in those classes.

We have made huge strides in the past five years. Addressing the basics of management and instruction helps schools preempt predictable missed opportunities to provide students with timely support. Schools can instead focus on working with each student to fully realize his or her unique potential. Equally importantly, schools can work with each other to improve, grounded in shared language, strategies, and tools.

Our approach is producing tangible evidence of improvement. Graduation rates are higher than those of other schools serving similar students and continue to rise. For the first time, more than half of students in our core networks are graduating college-ready, exempting them from remedial course work in college. The number of schools with graduation rates below 70 percent has shrunk dramatically.

And our approach is spreading. Beyond our Charter and Affinity Group high schools, our tools and supports are available to hundreds of additional district schools.

Improvement at scale is hard and uncertain. But tremendous change is possible. We know.

Establishing Shared Infrastructure
Equipping Teachers & Leaders
Cultivating School Communities
Developing Systems for Success

We are now applying this systems-building approach to the four core areas in which we support schools:

Graduation Rate
College Readiness Rate

Our Work
Establishing Shared Infrastructure

Schools must have access to shared, high-quality tools and resources for school management and classroom instruction—the basic infrastructure of schooling—as a precondition of improvement at scale. In partnership with school leaders, teachers, and the Department of Education, we have created tools and resources that are now used by hundreds of New York City schools and thousands of teachers across the country.

Core Activities

- The New Visions Data Portal ensures consistent access to high-priority information essential for school management, helping schools make and monitor critical student planning and support decisions.
- Data Dashboards provide aggregate views of student performance and school management, enabling reliable and targeted support for schools and students.
- Full-course, Regents-aligned Curricula, co-created and tested by NYC teachers, facilitate high-quality instruction to meet the needs of all students.

346

Schools across New York City use our management and instructional tools.

1,051,116

Total visits occurred on our curriculum websites.

2018-19 Priorities

- Improve Data Portal user experience for core planning activities, such as student course scheduling, and enhance postsecondary planning features.
- Develop robust Portal functionality to support elementary and middle school attendance and academic success.
- Strengthen instructional materials to engage all students across content areas, with a particular focus on college readiness and accessibility for students with special education needs and English Language Learners.

For the principal of a school with 4,600 students, the New Visions Data Portal makes it possible for me to know what is happening with each student, zero in on what each student needs, and tailor our support to help all students reach their greatest potential."

— Kaye Houlihan, Principal, Fort Hamilton High School

The New Visions full-course, Regents-aligned curricula are available for free at curriculum.newvisions.org.

School staff members at New Visions Charter High School for the Humanities IV in Queens
Equipping Teachers & Leaders

The people working in schools—and their skills, knowledge, and creativity—are the most important factors in achieving sustainable success for students. As they tackle the ever-evolving opportunities and challenges inherent in day-to-day school work, we help school staff grow and excel individually and collectively, on day one and throughout their career.

1,892
Teachers participated in professional development workshops

50
Visitors from every state accessed our curriculum, from 763,601 visits from New York to 249 visits from Wyoming

Core Activities

- Curriculum-aligned Professional Development creates space and structure for teachers to improve their practice, with support from instructional coaches and in collaboration with their peers.
- Teacher Residency program trains and certifies teachers to be ready on day one, with a focus on practical knowledge and high-quality mentorship early in their career.
- Professional Networks for staff, including College Advisors and Assistant Principals, offer venues to spread ideas and exchange best practices.

2018-19 Priorities

- Reimagine models for school-based coaching to meet schools’ unique needs and ensure continuous improvement of teaching and learning.
- Expand consistent participation in group professional development opportunities for schools in identified subjects of need.
- Refine model of teacher residency to maximize support for district and charter schools.
- Curriculum-aligned Professional Development creates space and structure for teachers to improve their practice, with support from instructional coaches and in collaboration with their peers.

This professional development was phenomenal. I always leave these workshops feeling very confident that I can implement these strategies in my classes. It’s always differentiated, which is critical for me when scaling and implementing.”

— Dexter Hannibal, Teacher, Brooklyn Democracy Academy

Teachers collaborating during science professional development
Cultivating School Communities

Beyond the students and staff in a school building, schools operate at the center of broad, dynamic networks that play an integral role in student success in and after high school. We are developing systemic approaches to help schools engage families, community members, and partner organizations, as well as graduates as they transition into postsecondary life.

Core Activities

- Family and Community Engagement builds capacity of both school staff and families to collaborate with one another
- Partnership Development reduces the burden on individual schools to establish external partnerships that bring resources into schools
- College and Career Planning starts early and provides students with frequent exposure to the world of college and work beyond high school

2,500 Students participated in New Visions-supported college visits or fairs

15 New partnerships launched with career-exploration and workforce-readiness partners

2018-19 Priorities

- Develop replicable routines for partnership with families, communities, and alumni in service of student recruitment, retention, graduation, and postsecondary readiness
- Launch pilot programs to develop and test common, effective, and scalable models of college advising and career-exploration for all students
- Cultivate postsecondary partnerships that will facilitate career-exploration opportunities for students

We were thrilled to host interns from New Visions schools. We know that young people need opportunities. They can read about it in a book, but to be a part of it and to really experience it on a day-to-day basis is a worthwhile opportunity and you can never replace that.

— Monica Major, Director of Education & Youth, Office of Bronx Borough President Rubén Diaz Jr.
Developing Systems for Success

Ultimately, people, programs, and practices must coalesce to create a successful school. Tools, curricula, and other resources that are effective in theory but not usable in practice are common. To ensure that we are developing approaches that work in authentic contexts, we operate our own charter schools and partner with the NYC Department of Education to co-develop, test, and scale our approaches to school management and improvement.

Core Activities

- Strategic Data Check-ins routinize key planning and decision-making tasks related to student supports
- Continuous Improvement Coaching applies rigorous methods to strengthen critical management and instructional systems
- Network Convenings accelerate transfer of knowledge and effective practice
- New Visions Charter Schools serve as most-realized and tangible examples of our school management and instructional models

2018-19 Priorities

- Develop resources that empower all schools in our growing network to conduct Strategic Data Check-ins effectively, regardless of their level of interaction with New Visions
- Implement school support plans as a standardized approach for identifying and addressing school improvement priorities and needs
- Continue to build a common New Visions Charter High Schools model, especially integrating our newest schools, the AIM charter transfer high schools

10.5

Improvement in college readiness rates in New Visions Charter and Affinity schools, from 45.3 to 55.8 percent

1,692

Strategic Data Check-ins occurred between New Visions staff and schools

With the help of the New Visions tools and Strategic Data Check-ins, we’ve learned to use data to better our school, change instruction, and make big decisions. Our graduation rate has gone from 55% to 82% in four years with these systems in place because we can focus on meeting our students where they are, which is what matters the most.”

— Carl Manalo, Principal,
Queens High School for Information, Research and Technology

Learn more about New Visions Charter High Schools at newvisions.org/charter.
High school graduation has to be the start. But it has never been the end.

For nearly 30 years, high school graduation has been our organizational north star. When we were founded in 1989, graduation rates hovered at 50 percent and had done so for decades; chances were grimmer for students of color and low-income students. Three decades later, we are beyond 80 percent: where once students had a coin-flip chance of graduating high school on time, the vast majority now do so.

We are therefore focusing on the next challenge. What’s next, in a world that increasingly demands postsecondary education to get a good job, to feel economically secure, and to participate fully in society, is ensuring that all of New York City’s students are prepared to succeed after high school.

Success after high school will take different forms for different students. For some, the next step will be attending college; other students will choose to enter the workforce, either as their long-term plan or as an intermediary step toward longer-term goals. We believe that students should be prepared for both pathways, and that what is critical is that students can make an informed choice and be supported to successfully pursue it.

We are particularly focused on students who have historically been most excluded from opportunity. Low-income students of color, first-generation college students, and immigrant students rely on public schools and school staff to help them navigate uncertain, and too often unseen, paths. It is for these students that public schools matter most.

This year, we launched three new projects, each aimed at developing robust and scalable post-secondary supports. We provide an overview of each on the next page. These projects are pieces of a larger endeavor aimed at ensuring that students have the chance to explore and understand their postsecondary options, make the right decisions for them, and graduate high school well-positioned to succeed. This endeavor will draw on every part of New Visions, from instructional improvement efforts to tools development to support for building deep relationships with families and communities.

This is challenging work, but we are undeterred. To ensure all students have access to opportunity, we will partner with schools to develop new ways of working and reimagine how they support students. By starting small, learning what works, and then gradually expanding to serve more and more schools, we are laying the groundwork for student and school success.

High school graduation had to be the start. But for us and our students, it is not the end.
Postsecondary Pathways

**Partnering with 18 schools in our Charter and Affinity networks, we are using the methods of continuous improvement to develop and test new strategies for ensuring that low-income students of color graduate high school as academically prepared to succeed in college as their peers. To measure our progress, we are focusing on three indicators that are predictive of student postsecondary success: high school GPA, participation in advanced coursework, and achievement of college-ready Regents exam scores.**

**College Readiness Network for School Improvement**

**Partnering with 19 schools in our Charter and Affinity networks, we are establishing more reliable, standardized approaches to college advising to ensure that each student begins college exploration early, applies to colleges that are good fits, and completes the steps necessary to enroll in college. To support this work, we are building new postsecondary features in the Data Portal that help counselors, students, and families manage a complicated process and provide easy access to critical information needed to make informed college choices.**

**College Advising Pilot**

**Partnering with JobsFirstNYC and the 12 transfer schools in our Charter and Affinity networks, we are building relationships between schools and workforce development organizations to bring the world of work into schools, with a particular focus on reimagining the school-to-career transition for students most at risk of disconnecting from education. At its core, the pilot focuses on increasing career awareness and exploration opportunities for all students, integrating career skills development into schools, and building bridges to jobs in high-growth sectors.**

**Reimagining Career Pathways Pilot**

Students and teacher in college office at The Young Women’s Leadership School, Queens
Students need more than a high school diploma to succeed in tomorrow’s world. We’re partnering with schools to help each student chart a path after high school.
187,000+ students attend schools that New Visions supports, enough to fill Madison Square Garden nearly 10 times.

Schools we serve

**Schools that are part of multiple networks are counted only once**

### 346 Schools

- **10 Charter Schools**
  - Secondary schools that New Visions operates, manages, and supports in all aspects of operation and improvement
  - 3,800 Students

- **32 Additional Schools**
  - District schools for which New Visions provides management tools
  - 20,200 Students

- **234 Community/Renewal Schools**
  - District secondary schools for which New Visions is a lead nonprofit partner offering a full suite of management and instructional support
  - 41,700 Students

- **70 Affinity Group Schools**
  - Secondary schools for which New Visions is a lead nonprofit partner offering a full suite of management and instructional support
  - 121,600 Students

### Summary

- **234 Community/Renewal Schools**
- **70 Affinity Group Schools**
- **32 Additional Schools**
- **10 Charter Schools**
- **346* Schools**
Our work is possible because of the generous support and partnership of those who believe in New York City’s public schools.
## STATEMENT OF ACTIVITIES *

Year ended June 30, 2018

### REVENUE

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<th>Source</th>
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<td>Government</td>
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<td>Corporations</td>
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<td>Foundations</td>
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<td>Individuals</td>
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<td>Other (including investment returns)</td>
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<td><strong>Total Revenue</strong></td>
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### EXPENSES

#### PROGRAM SERVICES

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<td>Curriculum &amp; Instruction</td>
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<td>Systems &amp; Data</td>
<td>4,219,679</td>
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<td><strong>Subtotal Program Services</strong></td>
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#### SUPPORTING SERVICES

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<td>Fundraising</td>
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<td><strong>Subtotal Supporting Services</strong></td>
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**Total Expenses**  
**$27,910,686**

### NET ASSETS

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<td>Changes in Net Assets</td>
<td>(5,566,761)</td>
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<td>End of Year</td>
<td><strong>$48,108,247</strong></td>
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*In accordance with generally accepted accounting principles, New Visions records contributions as revenue in the year in which they are committed even if the funds are not received. Expenditures are recorded in the year in which they are incurred.

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*Financial Information is unaudited as of publication. Upon completion, audited financials for FY18 will be posted to www.newvisions.org.

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SoftBank Group Corp.

**Blair W. Effron**
Co-Chair
Centerview Partners, LLC

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Treasurer
Lazard

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New Visions for Public Schools

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**Board of Directors**

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