New Visions for Public Schools designs, creates, and sustains schools for New York City’s highest-need students and provides educators with the tools and training they need to analyze student performance, diagnose problems, and design solutions to improve instruction. New Visions uses teacher-led inquiry as a fundamental strategy to translate higher standards into classrooms. In partnership with the New York City Department of Education, New Visions provides operational and instructional support to a network of seventy-five small public schools serving nearly 50,000 students. In addition, New Visions hosts a charter management organization, which operates a growing network of charter high schools in under-resourced neighborhoods.

**WHY DEEPER LEARNING?**

The U.S. education system must prepare students to be engaged citizens and to succeed in the high-skilled jobs that are increasingly required in the global economy. To meet these demands, students will need “deeper learning,” a mix of knowledge, skills, and dispositions that include critical thinking and problem solving, effective communication, collaboration, an academic mindset, and the ability to learn how to learn—all applied to the mastery of academic content.

**WHAT IS THE DEEPER LEARNING NETWORK?**

A national “Deeper Learning Network” of more than 500 schools is delivering deeper learning to students in forty-one states. Composed of ten school networks it collectively serves more than 227,000 students, most of whom are low-income minority students. Each school network has a unique approach, but all foster the deeper learning skills that prepare young people for economic and civic success.

**THE NETWORK:** Asia Society, Big Picture Learning, ConnectEd/Linked Learning, EdVisions Schools, Envision Education, Expeditionary Learning, High Tech High, Internationals Network for Public Schools, New Tech Network, and New Visions for Public Schools.

[www.deeperlearning4all.org](http://www.deeperlearning4all.org)

New Visions and its higher education partner, Hunter College School of Education, place a strong emphasis on teacher and school leader development and certification and offer two special-focus programs. The Urban Teacher Residency Program prepares individuals for careers as teachers of special education and English language arts for grades seven through twelve. The Math and Science Teacher Residency (MASTER) program brings ambitious and rigorous math and science pedagogy to the highest-need classrooms by training prospective teachers under the guidance of an experienced mentor teacher.

**DEEPER LEARNING IN ACTION**

In a New Visions Charter School ninth-grade science class, a physics teacher challenged his students to use physics concepts to explain why certain New York City intersections were dangerous and to suggest improvements. The students learned about physics rules on velocity, speed, and other forces. They conducted research using Google maps, visited the intersections to measure the reaction time, velocity, and speed of cars and pedestrians, used problem-solving and critical thinking skills to recommend changes, and prepared diagrams of their findings. But rather than simply present their findings to each other or to their teacher, they were able to present to real-world experts, including New York City’s leading transportation advocacy organization and a New York City councilwoman. The students eagerly explained their findings to these guest judges, adapting their arguments based on feedback and contesting each concern that was raised. Understanding the physics was only half of the challenge—the students had to be able to present their work and defend their conclusions, drawing upon content knowledge, communication, problem-solving, and critical thinking skills.
well-trained teachers will be prepared to help all levels of students master rigorous academic content aligned to the Common Core State Standards.

INTENSE SUPPORT FOR STRUGGLING STUDENTS
School inquiry teams also focus on understanding and improving support for struggling students. They examine three critical questions: (1) Which students are drifting off track? (2) What are the barriers to success? (3) How can students be brought back on track and up to speed? The team identifies students who are struggling and investigates what is holding them back, such as underdeveloped skills, learning gaps, or a lack of social support. Throughout the process, the team uses data to drive its decision-making and identifies best practices by examining research. The teams believe that, by improving outcomes for the lowest-performing students, they will uncover instructional gaps or school-design issues that affect all students in the school. By addressing those deficits that contribute to poor student outcomes, the inquiry teams are able to strengthen instructional, counseling, scheduling, and support systems for all students within their schools, enable more students to succeed and master deeper learning skills.

STUDENTS ARE CHALLENGED AND MAKE PROGRESS
New Visions schools hold high expectations for their students and help them master the skills needed to be college ready – and they are seeing positive results. New Visions schools require students to take the most challenging combination of courses in which they can be successful. Students practice writing in every core subject with rotating writing assignments, so that they are constantly writing and getting feedback on their progress. They are challenged in their lessons to discover new knowledge and to prove the basis for their arguments in group discussions, a practice that helps them become better writers, problem-solvers, critical thinkers, and communicators. As a result, the number of ninth graders earning eleven credits or more (a positive indicator of progress to graduation) increased by nine percentage points and the number of students passing at least one New York State Regents exam went up by sixteen percentage points. In 2012, New Visions schools had an average four-year high school graduation rate of 73.5 percent, nearly nine percentage points higher than the citywide average of 65.5 percent. Also, an evaluation by Policy Studies Associates found that students in the New Visions high schools outperformed their peers on multiple academic measures.