

Success Academy Charter Schools
Mission Possible: Securing Success for NYC Children

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For New York City's 1.1 million public school students, access to high quality schools depends almost entirely on geography: families in the city's affluent neighborhoods have more options and can expect their children to excel, but for the city's most vulnerable children living in poorer areas, the outlook is bleak. New York City (NYC) is among the most segregated school systems in the country.¹ Across the city, only 38% of 5th graders can read at grade level, and 67% of 8th graders are failing math.² Over 25% of NYC students fail to graduate from high school, and Black and Hispanic students graduate at significantly lower rates than White and Asian students.³ Of those who graduate, only 37% have the math and literacy skills to succeed in college,⁴ and, across the state, Black and Hispanic students, English Language Learners (ELLs), and students with disabilities are even less likely to be college and career ready.⁵

The achievement gap separating NYC White and Asian students from their Black and Hispanic peers is profound: only 25% of Black students and 30% of Hispanic students passed last year's state math exam.⁶ By comparison, 64% of White students and 72% of Asian

¹ John Kucsera, The Civil Rights Project, *New York's Extreme School Segregation: Inequality, Inaction, and a Damaged Future*, available at <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfl-et-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf> (Mar. 26, 2014).

² New York City Department of Education, *New York State Common Core English Language Arts (ELA) & Mathematics Tests, Grades 3-8, New York City Results*, available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

³ New York City Department of Education, *New York City Graduation Rates Class of 2017*, available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/graduation-results>.

⁴ *Ibid.*

⁵ Engage NY, *College and Career Readiness*, available at <https://www.regents.nysed.gov/common/regents/files/meetings/Jul%202015/715fullboardmonampresentation.pdf>.

⁶ New York City Department of Education, *New York State Common Core English Language Arts (ELA) & Mathematics Tests, Grades 3-8, New York City Results*, available at

students passed.⁷

Children who speak a language other than English at home and those with disabilities are especially challenged in NYC public schools. More than 153,000 ELLs struggle to gain English proficiency.⁸ Their futures depend on their ability to learn English and complete the same coursework as their English-proficient peers, yet 25% of kindergarten ELLs have not achieved proficiency after six years in NYC public schools.⁹ NYC students with disabilities far underperform their nondisabled peers on state tests - in 2018, disabled students were three times less likely to demonstrate proficiency in math and four times less likely to demonstrate proficiency in English than the overall student population.¹⁰

In the face of such large-scale educational failure, Success Academy (SA) has established an extraordinary track record of high student achievement. SA opened its first school in 2006 in Harlem and has since grown to a network of 46 schools serving over 16,000 students across four NYC boroughs. In the coming years, SA aims to serve 50,000 NYC school children annually in 100 schools. Over the past twelve years, SA has maintained a commitment to building world-class public schools and has shown that all kids can excel, across

<https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

⁷ *Ibid.*

⁸ New York City Department of Education, Demographics Report: 2017-2018 School Year, available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

⁹ Michael J. Kieffer, Caroline E. Parker, U.S. Department of Education Institute of Education Sciences, *Patterns of English learner student reclassification in New York City public schools*, available at https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2017200.pdf (October 2016).

¹⁰ New York City Department of Education, *New York State Common Core English Language Arts (ELA) & Mathematics Tests, Grades 3-8, New York City Results*, available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

neighborhoods and racial, ethnic, and socioeconomic lines. SA is seeking CSP funding to support its efforts to open 4 new schools and expand and scale 10 existing SA schools to serve additional grade levels and expand student count, thereby increasing its capacity to bring high quality education to students across NYC.

ABSOLUTE PRIORITY: LOW-INCOME DEMOGRAPHIC

SA schools are committed to serving students from low-income families. Across all SA schools, over 11,700 scholars are eligible for free or reduced price lunch (FRPL), making up nearly 73% of SA's student population. (The annual income threshold to qualify for free lunch in New York state is \$32,630 a year for a family of four.)¹¹ At 16 SA schools, more than 80% of scholars qualify for FRPL, and at 39 schools, more than 60% of scholars qualify for FRPL. For specific FRPL rates for each individual school, see Appendix E.

After initially concentrating its first cluster of schools in Harlem, SA has opened schools in neighborhoods throughout the city. SA schools now serve low income neighborhoods across four NYC boroughs - 26 of SA's schools are located in districts where more than 60% of students live in poverty.¹² SA schools in higher income neighborhoods continue to serve low income families. For example, although SA's high schools are currently located in midtown Manhattan, they primarily serve children who live in the Bronx and Harlem. When considering future sites, SA looks for public school buildings that are underutilized and areas with consistently poor academic track records and strong demand for

¹¹ New York State Office of Temporary and Disability Assistance, *School Breakfast and Lunch Programs*, <https://otda.ny.gov/workingfamilies/schoollunch.asp>.

¹² New York City Department of Education, *NYC Data: Demographic Snapshots*, available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

educational options. SA operates 10 schools within the NYC's six lowest performing districts, where approximately 80% of students failed the state math test in 2018. For a map of SA schools showing surrounding neighborhood poverty levels, see Appendix I.

COMPETITIVE PREFERENCE PRIORITY #1: PROMOTING DIVERSITY

SA is committed to attracting and retaining a racially and socioeconomically diverse student body. SA seeks to attract ***all*** students, including ELLs and special education students, by directing outreach and other recruitment efforts at a broad range of neighborhoods, preschools, and community programs that serve both special education and non-special education students. SA's most recent application is available in Spanish, Chinese, Russian, and French, as well as English.

A variety of outreach efforts ensure that every family within an SA school community is aware that their child has the option to apply. SA distributes application information and materials in a variety of forms to reach the broadest scope of families, including non-English speakers and those with limited internet access. SA actively reaches out to parents of children who may be categorized as students with disabilities, ELLs, students from different racial and ethnic groups, and/or economically disadvantaged students through the use of a variety of methods, including, but not limited to:

- Mailings and bilingual distributions to residents of the school's district, including residents in low-income and mixed-income communities;
- Bilingual flyers dropped in public housing complexes, supermarkets, preschools, and community centers;
- Outreach materials (including bilingual letters and materials) posted in local

newspapers (including non-English newspapers), supermarkets, preschools, community centers, bus stop shelters advertising, and hanging posters in local businesses;

- Tours of existing SA schools;
- Community fairs and information sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools; and
- Virtual Information Sessions for parents unable to attend in-person sessions.

Serving ELLs

SA has also achieved extraordinary results for ELLs through its highly successful English language immersion model. Teachers receive extensive professional development training in literacy and math to support the identification of possible ELLs and provide staff with strategies to support them within the curriculum, including audiobooks and books in the family's home language. This school year, 34 languages other than English are spoken in the homes of SA scholars. See Appendix I for a list of languages. SA added an ELL preference to its weighted lottery for admissions to help attract and admit ELL students. See Appendix I for more information about the weighted lottery and its compliance with applicable laws and policies.

Supporting Diverse Academic Needs, Including Special Education

Upon enrollment, detailed plans for serving students with special needs are quickly set up and subsequently carried out by skilled special education staff. SA's strong commitment to ensuring that all children learn at exceptionally high levels is demonstrated by its extensive special education services. All schools have special education teams in place from the time of their opening. SA currently has 16 12:1:1 (12 students, two adults) classes at 12 SA schools, and over 160 Integrated Co-Teaching (ICT) classes in every grade across all 46 schools. Over

the next five years, SA plans to expand our special education offerings, including growing ICT classes across our network.

For scholars who are soaring or struggling in one or more content areas, teachers and principals have the flexibility to move scholars to a content lesson within a different grade level. For instance, if a scholar is reading at several grade levels beyond his or her peers, that child can join the next grade's Shared Text or Guided Reading lesson. The same applies for scholars who would benefit from review of concepts learned in the previous grade. This practice ensures that principals and teachers can remain maximally responsive to scholars' needs—every child is able to advance without being overwhelmed or bored. Teachers and the principal are very deliberate about scholar placement, ensuring that each class has a range of academic ability.

Response to Intervention

SA uses a Response to Intervention (RtI) framework to facilitate early identification without over-identification of student special education needs and to ensure that all teachers can provide the supports that students need to meet their academic goals. This RtI process is closely monitored by each school's Education Manager to ensure consistent monitoring of supports and student progress. Schools hold regular weekly RtI meetings, during which faculty and leaders meet to review student data, identify targeted interventions, and check in on progress of scholars already receiving interventions to see if they are making appropriate growth or need to be referred for an IEP. Through the RtI process, teachers develop group and individual student intervention strategies to ensure that students are on track to achieve at or above grade level.

If a scholar continues to struggle academically following the RtI process, SA will then initiate the referral process with their Committee on Special Education (CSE) to determine if special education services are required. The scholar will undergo evaluation by an SA or DOE school psychologist, and, as needed, by occupational therapists and/or speech and language therapists, to accurately assess the child's individual needs.

Special Education Programs

SA provides special education programs and services in accordance with applicable laws and regulations and in accordance with the student's Individualized Education Program (IEP). The NYC Department of Education (NYC DOE) is SA's Local Educational Agency (LEA) for the purpose of special education in New York State. The NYC DOE creates regionally based CSEs. Together with the NYC DOE, SA provides services under the Individuals with Disabilities Education Act (IDEA) and New York Education Law § 2853(4), ensuring that every child receives a free and appropriate education.¹³

SA employs special education staff members and teachers, as well as personnel who are experienced in dealing with special education administrative responsibilities. These personnel work closely with the CSE to ensure appropriate and supportive special education services are in place for students with IEPs. The SA special education team also works with the CSE to ensure that all IEP meetings are scheduled and that the CSE teams conduct annual, triennial,

¹³ Among other provisions, New York Education Law § 2853(4) states that "special education programs and services shall be provided to students with a disability attending a charter school in accordance with the individualized education program recommended by the committee or subcommittee on special education of the student's school district of residence. The charter school may arrange to have such services provided by such school district of residence or by the charter school directly or by contract with another provider." All SA schools are located in NYC, where the NYC DOE is the school district of residence.

and re-evaluation IEP meetings, as legally required.

In accordance with students' IEPs, Education Managers and school leadership ensure that classroom teachers at the school are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. School staff, including special education personnel, meet to collaborate on special education student progress. Special education personnel coordinate their services with the relevant general education teachers through grade-team and RtI meetings, data review sessions, professional development sessions, and informal communication. In addition, relevant school staff, including special education staff, have professional development throughout the school year addressing the implementation of RtI and behavioral intervention plans (BIPs), how to collaborate to ensure student success, and specific special education supports for students with IEPs. In fact, this professional development begins during the summer orientation during which school staff familiarize themselves with the IEPs, supplemental materials such as psychoeducational evaluations, and other evaluation reports of incoming and returning students.

SA students with IEPs receive the services recommended in their IEPs, which may include, but are not limited to: speech language pathology; psychological services; occupational or physical therapy; vision services; paraprofessionals; special education teacher support services (SETSS); diagnostic and/or evaluative services; student counseling; and academic programs such as ICT and 12:1:1 classrooms. If SA is unable to provide a student with an IEP the services on his/her IEP, SA may request that the CSE provide these services.

If necessary and feasible, the school may also contract with appropriately certified or licensed individuals to provide the required services.

If the school's special education professionals determine that a child's IEP may no longer be appropriate to the child's needs and may not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment, they may recommend that the CSE conduct a re-evaluation of the IEP.

Under New York State law, the LEA provides programs and services to charter schools in the same manner as it serves students with disabilities in other public schools in the school district.¹⁴ This includes providing supplementary and related services on site to the extent it has such a policy or practice for other public schools in the district.¹⁵ Additionally, the LEA distributes funds to charter schools in accordance with Section 613(a)(5) of IDEA, including proportional distribution according to enrollment.¹⁶ Finally, because the NYC DOE is SA's LEA for the purpose of special education, section 613(e)(1)(b) of the IDEA is inapplicable.

Serving Diverse Communities

SA believes that diverse schools provide a greater opportunity for students to learn from each other and can invigorate and strengthen urban neighborhoods by bringing community members together. To further this goal, SA seeks out neighborhoods where it is possible to create mixed-income and racially integrated school communities. Five SA schools have been recognized for their strong commitment to diversity by The Century Foundation: SA Cobble

¹⁴ N.Y. Educ. L. § 2853(4).

¹⁵ *Ibid.*

¹⁶ N.Y. Educ. L. § 2856.

Hill, SA Hell's Kitchen, SA Union Square, SA Upper West, and SA Williamsburg.¹⁷ Five additional SA schools also qualify as diverse (3 or more racial groups with populations of at least 10%). Our network is a member of NCDSCS, which is dedicated to recognizing and supporting diverse charter schools.¹⁸ The majority of NYC public schools do not reflect the diversity of the city. Even in CSDs with diverse student populations, racial segregation in schools is common.¹⁹ SA strongly believes in integrated schools where all populations, regardless of socioeconomic status or race, perform at the highest academic levels.

Ten Diverse Success Academy Schools: 2018-19					
School Name	% Asian	% Black	% Hispanic	% White	FRPL
SA Bensonhurst	15.06%	10.24%	11.65%	57.43%	55.62%
SA Cobble Hill	10.31%	25%	30.63%	24.06%	55.63%
East Flatbush MS	11.54%	44.23%	16.35%	27.88%	61.54%
SA Hell's Kitchen	14.4%	14.6%	51.3%	14.8%	68.95%
Hudson Yards	11.45%	21.59%	33.92%	12.33%	62.11%
Hudson Yards MS	14.06%	24.22%	33.20%	25.78%	43.36%
Midtown West MS	10.56%	21.43%	36.34%	27.33%	52.17%
SA Union Square	25.81%	16.13%	25.58%	23.73%	46.77%
SA Upper West	12.66%	18.78%	28.60%	26.42%	43.45%
SA Williamsburg	4.10%	19.74%	46.92%	16.41%	65.64%

SA also participates in the federal School Breakfast Program and the Community Eligibility Provision option of the National School Lunch Program. Through these programs, SA offers free breakfast, lunch, and snacks to all students in each of its schools.

¹⁷ Potter, Hally & Quick, Kimberly, "Diverse-by-Design Charter Schools," *The Century Foundation*, May 15, 2018, at <https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1&session=1>.

¹⁸ National Coalition of Diverse Charter Schools, *Our Members*, <http://diversecharters.org/members/>.

¹⁹ Yasmeen Khan, NYC Proposal Frames School Segregation as a Human Rights Issue, <http://www.wnyc.org/story/nyc-city-council-school-segregation-human-rights-violation/> (Nov. 29, 2016).

School staff work hard to help ensure that challenges in the home do not impact student learning or prevent students from receiving a stellar education.

COMPETITIVE PREFERENCE PRIORITY #3: HIGH SCHOOL STUDENTS

Success Academy is committed to replicating its high-quality charter schools to serve high school students, including educationally disadvantaged students. In 2014, Success Academy opened its first high school with one uncompromising goal: to deliver an engaging, demanding education that provides scholars with a knowledge base and a thirst for learning, as well as the capacity for hard work and perseverance necessary to thrive in college. This past June, its first class of graduating scholars were accepted into competitive colleges, including highly selective schools such as MIT, Emory, and Tufts, many with full scholarships. As described below, however, SA's school design and support structure is dedicated not only to help students gain college acceptance, but also to help students graduate from college. With funds from this grant, Success Academy will open a third high school to serve its rapidly growing population of scholars in SA schools across New York City.

Accelerated Learning Programs. The SA high school workload is collegiate both in volume and nature; many courses are taught at an Advanced Placement (AP) level, preparing scholars for the academic demands they will encounter at selective colleges. Currently, all juniors are required to take the AP World History and Literature exams. Students also have the opportunity to take many additional advanced placement courses and exams. This year, SA's offering includes AP Language, Physics C: Electricity and Magnetism, Physics C: Mechanics, Biology, Chemistry, Calculus, Statistics, Microeconomics, Computer Science A, Computer

Science Principles, and Art History, in addition to the required AP courses. Success Academy also prepares scholars to take SAT II Subject tests such as Biology, Math I and Math II.

SA also constantly refines its roster of special programs. This year, SA's Honors Humanities program features an online elective in conjunction with Harvard University and Poetry in America. Successful completion of the course earns scholars undergraduate course credit from Harvard.

Support System for Educationally Disadvantaged Scholars. Success Academy high schools are committed to helping all scholars, including those with special needs and English Language Learners, tackle challenging academic work and meet sky-high expectations. Our special education teachers receive ongoing training to ensure they are experienced in the most current, research-based practices for supporting students with disabilities. Specialized staff work closely with families to guide them through the special education referral and evaluation process and coordinate special education services with the Committee on Special Education. We offer a range of supports for any scholar who is struggling or facing challenges in specific courses, including ELLs and students with disabilities. Teachers and leaders may partner to place scholars in Academic Intervention courses to supplement core courses, or to provide individualized tutoring free of cost to the scholars in subjects in which a scholar is experiencing challenges.

Internships, Electives, and the SA Summer Experience. In addition to ensuring that they are prepared academically, SA also seeks to close the experiential gap that often divides low-income, first-generation college students from their wealthier peers. Differences in life experience—such as traveling outside of the country, attending summer programs, or participating in co-curricular activities—can draw sharp contrasts that underscore socioeconomic

disparities, which contribute to feelings of isolation among first-generation students and negatively impact their ability to persist and graduate. To bring scholars' experiences closer to those of wealthier peers, SA exposes them to a wide variety of elective and co-curricular programming, gives them opportunities to travel domestically and internationally, and helps them attend summer programs. SA's robust elective programming gives scholars the chance to identify non-academic skills and talents at an early age so that they will feel confident joining clubs and other extracurriculars at college—a key component of ensuring that they thrive on their respective college campuses.

This summer, approximately 115 SA high schoolers participated in a wide range of summer programming through the SA Summer Experience program, from academic pre-college programs at schools including Stanford, Brown, Carleton, and Emory, to Deer Hill Expeditions, a unique program combining wilderness expeditions with community service work among Native American populations in the Southwest, to specialized camps for engineering, debate, and performing and visual arts. The vast majority of programs are residential and run for two weeks or more, making it critically important for our team to support scholars in applying for the scholarships that make these opportunities accessible. The SA Summer Experience brochure is included in Appendix I. SA also works with businesses and other organizations to identify meaningful internships where scholars can participate, develop their talents, and gain key insights outside of the classroom. Past internships have included stints at Merrill Lynch, Sotheby's, and 300 Entertainment.

Comprehensive Test Preparation. Success Academy high schools provide free, comprehensive preparation for the PSAT, SAT, and AP exams. Building this essential prep into

the schedule means that scholars do not need to seek out costly external tutoring. Scholars take the SAT in November and March of grade 11 and October of grade 12. In preparation for each exam, SA currently provides scholars with an eight-week course, covering foundational topics for the verbal and math sections of the exam, including three or four official practice exams.²⁰ On average, scholars improve between 50 and 100 points between each exam.

SAT Success. In our mission to prepare scholars to be admitted to and graduate from top-tier colleges or universities, strong SAT scores play a key role. In 2018, Success Academy high school seniors scored an average of 1263 on their SAT exams, beating the national average of 1068 by 195 points. What’s more, 100% of these seniors met national benchmarks for college readiness on both the math and verbal exams, compared with 49% across the country, outperforming national averages for all demographics. Some highlights:

- 77% of our scholars scored at least 1200, compared to 27% of all U.S. students.
- In math, 27% of Success scholars scored at least 700, compared to 9% of all U.S. students and less than 3% of black and Hispanic students.

Percentage of Students Meeting SAT College-Readiness Benchmarks

Population	Met Math Benchmark	Met Verbal Benchmark	Met Both Benchmarks	Met Neither Benchmark
Success Academy	100%	100%	100%	0%
All Students Nationally	47%	70%	49%	27%
Black Students Nationally	23%	50%	21%	49%
Hispanic Students Nationally	33%	58%	31%	40%
White Students Nationally	61%	82%	59%	16%

²⁰ While the programmatic details of SA test preparation may evolve in the coming years, it will remain high quality and at no cost to scholars.

College Guidance. College access depends on strong test scores and a robust academic foundation, but also the ability to navigate the admissions process. SA College Access and Persistence Counselors help scholars identify the best colleges where aid is available, complete financial aid forms, and showcase scholars' achievements in compelling applications. Unlike most schools, which begin college advising in junior year, counselors begin working with scholars in freshman year, ensuring that scholars and their families know early on what it takes to get into top universities and helping them craft action plans to get there. Because about 73% of SA scholars come from low-income households (see Appendix E) and are likely to be first-generation college goers, SA's College Access and Persistence program plays an indispensable role in helping students and their families navigate each part of this unfamiliar and overwhelming process.

Scholar support goes beyond traditional college counseling. Currently, SA scholars also participate in weekly college prep seminars that support their academic core coursework and emphasize strong work habits. During the college application process, seniors learn about college-focused topics like financial literacy and stress management. Additionally, deans teach crucial life habits such as time and task management, goal setting, and self-advocacy. Deans in every grade keep our families informed on scholars' progress and advise and support scholars throughout their high school journey.

Post-Graduation Support. SA counselors keep in touch with SA graduates matriculated in colleges and universities to ensure they have the support and guidance they need to persist and graduate. SA also maintains a website for its alumni association and hosts events throughout the

year.²¹ By maintaining effective communication with alumni through email and social media, and by creating channels of communication between alumni, SA provides continued logistical, emotional, and moral support. In the words of SA Founder Eva Moskowitz to SA's first graduating class of seniors at their commencement ceremony: "I want you to remember, as you go out to change the world, that we love you, and are here for you — always."

Goals and Performance Measures. SA proposes the following project-specific performance measures to provide valid and reliable information about the applicant's progress in preparing students, including educationally disadvantaged students, for enrollment in postsecondary education institutions and in supporting those students in persisting in and attaining a degree from such institutions:

1. Each year, the average performance of SA students in their junior year of high school will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
2. Each year, the average performance of SA students in their senior year of high school will exceed the state average on the SAT tests.
3. Each year, the average performance of SA students in each of the following subcategories in their senior year of high school will exceed the state average on the SAT tests: students with disabilities, ELLs, economically disadvantaged, African American, and Hispanic.
4. Each year, 75 percent of graduating SA high school students, including students with disabilities and ELL students, will matriculate in a college or university during the year after graduation.

²¹ See <https://www.successacademies.org/alumni/>.

5. Each year, the percent of SA students graduating after the completion of their fourth year of high school will exceed that of students graduating from NYC public schools within the same timeframe.
6. Each year, the percent of SA students who matriculated in a post-secondary institution within the first year after high school graduation and who return to a post-secondary institution for a second year will exceed 80%.
7. Each year, the percent of SA students passing (defined as scoring a 3 or higher on) at least one Advanced Placement exam before graduating from an SA high school will exceed the state average of students passing at least one Advanced Placement exam before graduating from high school.
8. Each year, 50 percent of SA students will pass at least one Advanced Placement exam before graduation.
9. Each year, 50 percent of SA students will pass at least 3 exams required for the Regents Diploma by the end of their junior year.

QUALITY OF THE ELIGIBLE APPLICANT

Experience Operating or Managing High-Quality Charter Schools

Throughout its twelve year history, SA schools have redefined what is possible in public education. In 2009, the first year SA students were eligible to take the New York State exams, 100% of students passed the state math exam and 95% passed English Language Arts (ELA).²² Those SA Harlem 1 students – all African American and Hispanic – outperformed schools

²² All state test result data is available at NYC Department of Education, *New York State Common Core English Language Arts (ELA) & Mathematics Tests, Grades 3-8 New York City Results*, available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

located in more affluent communities, including Manhattan’s Upper East and Upper West Sides and the affluent suburb of Scarsdale.

Demonstrating that SA Harlem 1’s early outcomes were anything but a fluke, all testing schools have maintained the same extraordinary student outcomes on the state’s proficiency exams in subsequent years. SA’s results consistently exceed state and citywide averages: for example, in 2018, only 43% of students across NYC passed the math exam (compared with 98% of SA students) and only 47% passed the ELA exam (compared with 91% of SA students).

²³ The following chart provides an overview of SA’s consistently high outcomes on New York State exams, even as the network has expanded rapidly.

Eight Years of High Student Achievement					
Year	Number of Schools with Testing Grades	Math Proficiency	ELA Proficiency	Math Rank In NY State	ELA Rank In NY State
2009	1	100%	95%	Top 3%	Top 6%
2010	1	95%	88%	Top 1%	Top 2%
2011	4	95%	81%	Top 4%	Top 10%
2012	4	96%	88%	Top 1%	Top 3%
2013*	9	82%	58%	Top 1%	Top 7%
2014	13	94%	64%	Top 1%	Top 3%
2015	20	93%	68%	Top 0.3%	Top 2.5%
2016	28	94%	82%	Top 0.3%	Top 1.5%
2017	35	95%	84%	Top 0.3%	Top 1.4%
2018	37	98%	91%	Top 1%	Top 1%

**In 2013, New York adopted more rigorous, Common Core-aligned state exams.*

The academic gains SA students have made are all the more notable when compared with their peers in neighboring schools.

2018 State Math Exam Results Success Academy vs. Local School Districts			
School	Pass Rate	NYC District (CSD)	District Pass Rate

²³ New York City Department of Education, *New York State Common Core English Language Arts (ELA) & Mathematics Tests, Grades 3-8, New York City Results 2018*, available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

Bed-Stuy 1	98%	14	36.6%
Bed-Stuy 2	98%	14	36.6%
Bed-Stuy Middle	95%	14	36.6%
Bensonhurst	99%	21	55.7%
Bergen Beach	100%	22	46.2%
Bronx 1	100%	7	23.1%
Bronx 1 Middle	99%	7	23.1%
Bronx 2	99%	9	25.7%
Bronx 2 Middle	100%	9	25.7%
Bronx 3	98%	8	30.0%
Bronx 3 Middle	98%	8	30.0%
Bronx 4	99%	8	30.0%
Cobble Hill	100%	15	56.0%
Crown Heights	99%	17	33.6%
Ditmas Park	97%	17	33.6%
Fort Greene	98%	13	39.3%
Harlem 1	98%	3	56.7%
Harlem 2	100%	5	21.9%
Harlem 3	100%	4	33.1%
Harlem 4	100%	3	56.7%
Harlem 5	98%	5	21.9%
Harlem Central	94%	5	21.9%
Harlem East	96%	4	33.1%
Harlem North Central	97%	5	21.9%
Harlem North West	96%	5	21.9%
Harlem West	98%	3	56.7%
Hell's Kitchen	99%	2	73.7%
Hudson Yards Middle	98%	2	73.7%
Midtown West	92%	2	73.7%
Myrtle	98%	14	36.6%
Prospect Heights	97%	17	33.6%
Rosedale	96%	29	30.6%
Springfield Gardens	97%	29	30.6%
Union Square	98%	2	73.7%
Upper West	99%	3	56.7%
Washington Heights	98%	6	33.3%
Williamsburg	99%	14	36.6%
SA Network	98%	Citywide	43%

2018 State ELA Exam Results Success Academy vs. Local School Districts			
School	Pass Rate	NYC District (CSD)	District Pass Rate
Bed-Stuy 1	95%	14	42.3%
Bed-Stuy 2	90%	14	42.3%
Bed-Stuy Middle	89%	14	42.3%

Bensonhurst	90%	21	56.7%
Bergen Beach	94%	22	49.2%
Bronx 1	96%	7	28.0%
Bronx 1 Middle	88%	7	28.0%
Bronx 2	90%	9	29.5%
Bronx 2 Middle	98%	9	29.5%
Bronx 3	94%	8	34.3%
Bronx 3 Middle	88%	8	34.3%
Bronx 4	84.5%	8	34.3%
Cobble Hill	98%	15	56.9%
Crown Heights	96%	17	41.7%
Ditmas Park	88%	17	41.7%
Fort Greene	88%	13	47.0%
Harlem 1	93%	3	64.7%
Harlem 2	90%	5	28.8%
Harlem 3	93%	4	39.7%
Harlem 4	97%	3	64.7%
Harlem 5	89%	5	28.8%
Harlem Central	87%	5	28.8%
Harlem East	90%	4	39.7%
Harlem North Central	89%	5	28.8%
Harlem North West	89%	5	28.8%
Harlem West	84%	3	64.7%
Hell's Kitchen	97%	2	74.1%
Midtown West	87%	2	74.1%
Myrtle	87%	14	42.3%
Hudson Yards Middle	93%	2	74.1%
Prospect Heights	88%	17	41.7%
Rosedale	88%	29	40%
Springfield Gardens	89%	29	40%
Union Square	93%	2	74.1%
Upper West	98%	3	64.7%
Washington Heights	90%	6	37%
Williamsburg	90%	14	42.3%
SA Network	91%	Citywide	47%

This academic achievement has led the U.S. Department of Education to name six SA schools as national Blue Ribbon Schools, its highest honor: SA Harlem 1 was named a national Blue Ribbon School in 2012, SA Harlem 3 followed in 2015, SA Harlem 5 and SA Bronx 1 were selected in 2016, and in 2018, the honor was given to both SA Harlem 2 and

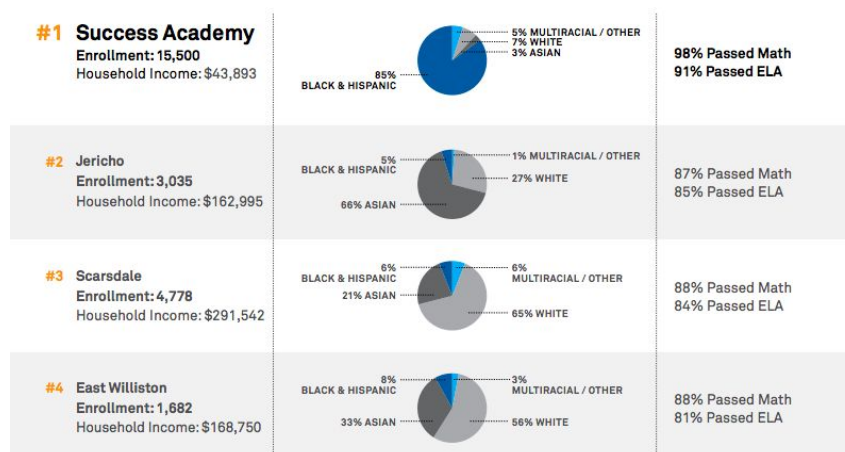
SA Bed Stuy 1.²⁴

Year after year, SA educates more students by adding grades and opening new schools, and it consistently provides top-notch educational programming and outcomes for all students, particularly students at risk of academic failure. Highlights from 2018 include:

- 85% of SA scholars received a level 4 - the highest score - on the 2018 math exam, compared with fewer than 22% of students across NYC.
- If SA were a single school, it would have performed in the Top 1% out of all schools in New York in both ELA and Math.
- 90% of SA students with disabilities met math standards, and 74% passed the English exam, compared with 15% and 16% of students with disabilities citywide. SA scholars with disabilities were over twice as likely to pass the math exam as NYC students *without* disabilities.
- SA ELL scholars were 8 times as likely to pass the ELA exam as ELLs citywide.
- SA scholars outperformed students in affluent towns like Scarsdale and Jericho (see below), as well as NYC's wealthiest district, CSD 2, which had a 74% pass rate in both math and ELA, compared to the SA scholar pass rate of 98% in math and 91% in ELA.

²⁴ U.S. Department of Education, *National Blue Ribbon Schools Program: Schools Recognized 1982 through 2018*, <https://www2.ed.gov/programs/nclbbrs/list-2003.pdf>.

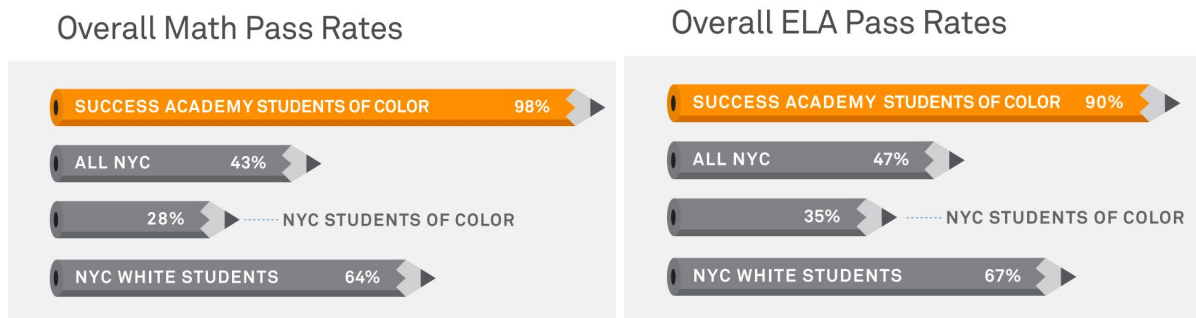
The State's Top School Districts



Demonstrated Success in Increasing Academic Achievement for All Students

Importantly, SA scholars across all demographics excel at similarly high levels. NYC's more affluent districts tend to report higher test scores, but SA schools across the city perform strongly while serving predominantly low-income populations - about 73% of SA scholars qualify for free or reduced price lunch (FRPL). Additionally, SA scholars demonstrate consistently high performance across racial and ethnic lines. In contrast, White and Asian students in NYC public schools were nearly three times as likely to pass the state exams in 2018 as African American and Hispanic students.

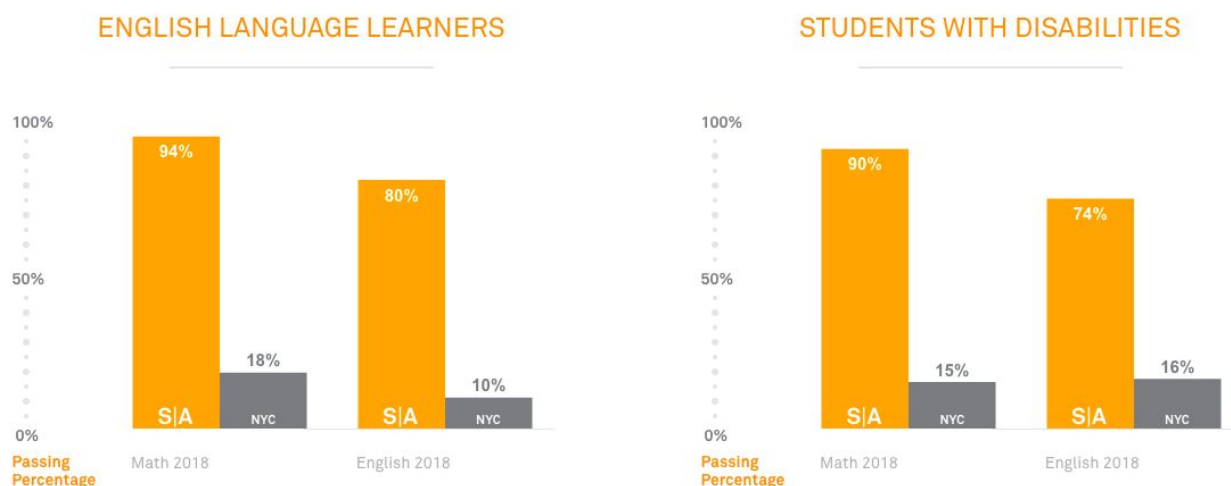
African American and Hispanic scholars represent nearly 81% of SA's student population, and for the past ten years (since they have been age-eligible to take the state tests), they have demonstrated that the achievement gap can be reversed. On the 2018 exams, SA's African American and Hispanic scholars significantly outperformed White and Asian students citywide in both math and ELA, effectively flipping the achievement gap.



SA is deeply committed to serving children with disabilities. Nearly 14% of SA students are current special needs students, and SA devotes considerable resources to serving them: hiring special education teachers, school psychologists, and speech therapists, offering Integrated Co-Teaching (ICT) classes in all grades, and offering 12:1:1 classes in schools where the NYC DOE provides sufficient space and there are enough children with 12:1:1 placement on their IEP to fill the class. Students with disabilities do extremely well in SA schools, outperforming NYC special education students overall by 75 percentage points in math and 58 percentage points in reading on the 2018 state exams. Additionally, SA students with disabilities outperformed students *without* disabilities across the city by 47 percentage points in math and 27 percentage points in ELA.

SA is equally committed to serving ELLs – current or former ELL students make up 8.3% of the student body. At SA, most ELL students become proficient in English within two years, compared with five or more years at NYC district schools.²⁵ On the 2018 state exams, SA’s ELL students were over five times more likely to pass the Math exam and eight times more likely to pass the ELA exam than ELLs across the city.

²⁵ Success Charter Network, *The Parking Lot of Broken Dreams: How English Language Learner programs in NYC Hurt Children*, available at <http://www.successacademies.org/site/uploads/2015/07/NYSESLAT-Report-1-1.pdf> (Mar. 1, 2011).



Academic Growth Over Time

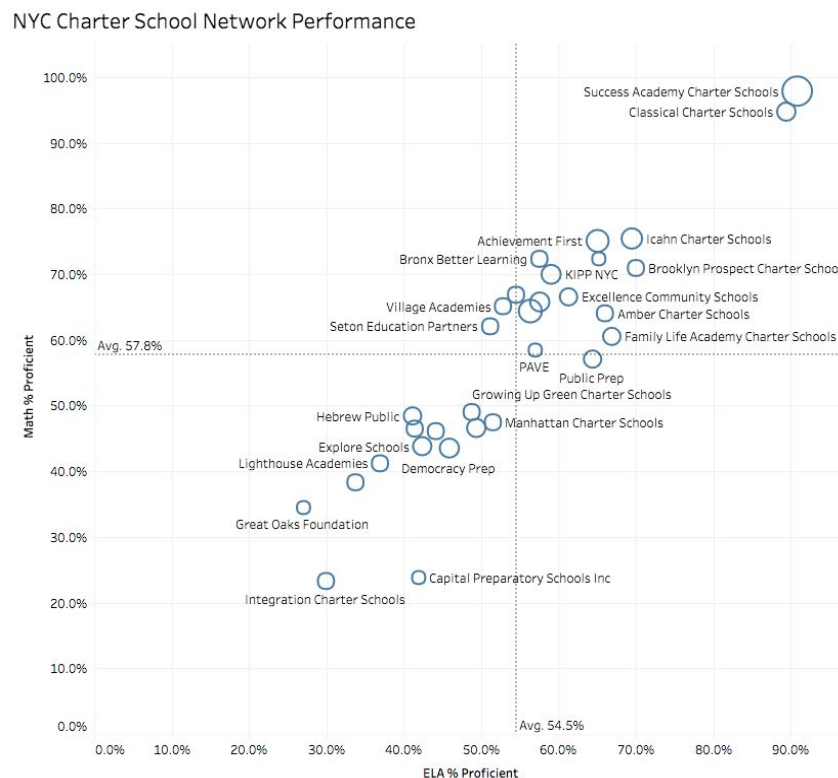
SA scholars have demonstrated high academic achievement since SA's doors opened in 2006, and this success has only expanded as the network has grown. In 2009, the first year that SA scholars were old enough to take New York State tests, they performed in the Top 3% of all schools across the state in math and the Top 6% in ELA. By 2018, when scholars at 37 schools took state exams, SA's performance relative to schools across the state had increased, with SA scores putting the network in the Top 1% in both math and ELA.

SA's overall test results also increased from 2017 to 2018, demonstrating continued academic growth. Across the network, an additional 4% of scholars tested proficient in math in 2018, and ELA proficiency jumped from 84% to 91%.

Success Academy is NYC's top performing Charter Management Organization

SA's academic results also stand out among charter schools in NYC and across the state. Only a few charter schools outperformed district schools, and among those, SA dominated. The graph below charts math and ELA proficiency rates based on 2018 New York State exams.²⁶

²⁶ New York City Charter Center, *New York City Charter School Center Test Score Analysis 2017-18*, available at



Transportation. Success Academy schools take advantage of the dense system of subways and buses in Manhattan, Brooklyn, Queens, and the Bronx. (New York City’s public transportation system was recently ranked by urban-planning company Arcadis as the best in the United States, considering factors such as coverage, rider connectivity, reliability, and hours of operation.²⁷) Scholars not within walking distance to their school are provided with free Metrocards by the NYC Department of Education in accordance with its policies.

Attendance and Retention. At SA, every minute of instruction counts. SA stresses the importance of students getting to school on time, and SA schools rarely close due to weather. If the NYC subways and buses are operating normally, then the schools remain open. Collectively,

<https://www.nyccharterschools.org/content/new-york-city-charter-school-center-test-score-analysis-2017-18>.

²⁷ Arcadis, *Sustainable Cities Mobility Index 2017: Bold Moves*, available at <file:///Users/faune.brooks/Downloads/Sustainable%20Cities%20Mobility%20Index.pdf>.

SA schools have an annual attendance rate of 97.7%. NYC district schools reported only 91% year-to-date attendance citywide as of the end of 2016,²⁸ and New York State's attendance rate for 2015-16 (the last year for which data is available) was 94%.²⁹ SA principals and staff make an extra effort to help scholars with low attendance. This includes providing wake up calls and, in extreme family situations, personally escorting students to school. SA strives to educate and retain every scholar who walks through its doors. SA's annual retention rate of 80% approximates the city average (84%).³⁰ SA schools retain students with disabilities (73%) and ELLs (82%) at approximately the same levels. See Appendix I for attendance and retention data by school.

Sharing Best Practices

SA is deeply committed to sharing its expertise and best practices with other educators throughout the country and around the world. In June 2017, Success Academy formally launched the Ed Institute, an online source through which Success Academy gives teachers and principals all over the globe free, open access to the curriculum, tools and training that are the foundation of Success Academy's proven school design. As of December 1, 2018, almost 45,000 visitors have visited the site. The flood of visitors, representing 50 states, 100 countries, and more than 1400+ organizations (including departments of education, CMOs, and university-based schools of education), indicates an urgent need in the field for well-designed

²⁸ New York City Department of Education, *Attendance and Enrollment Data - by District (as of 12/31/2016)*, available at <http://schools.nyc.gov/AboutUs/schools/data/stats/default.htm>.

²⁹ New York State Education Department, *2014-15 School Report Card*, available at <https://data.nysed.gov/>.

³⁰ N.Y.C. Independent Budget Office Analysis Of Department Of Education Data, "How Many Students Either Exit Or Transfer Within The NYC School System In A Single Year?," <http://ibo.nyc.ny.us/cgi-park2/2017/10/how-many-student-either-exit-or-transfer-within-the-nyc-school-system-in-a-single-year/>.

curriculum with proven results. SA's Grade K-8 elementary and middle school literacy curriculum is currently available, complete with units, daily lesson plans and assignments, reading lists, and videos of exemplary teaching for each component of the curriculum. Visitors have logged more than 200,000 page views, with thousands downloading the curricula.

Success Academy complements its online dissemination of best practices with free, live professional development workshops and other public programming offered at the Robertson Center, a state-of-the-art training facilities for educators made possible by philanthropist Julian Robertson. Further, to meet the growing demand from parents and other educators seeking to learn about our school design, Success Academy has developed unique virtual tours into our elementary, middle, and high schools, which provide a comprehensive overview of the key tenets of SA's instructional philosophy. .

High Demand and Commitment to Expansion

SA's continued success in providing high quality education for all students has been met with high demand by the communities it serves. SA schools are located in some of the most educationally disadvantaged school districts in the city, where demand for high quality schools is especially strong.

For the 2018-2019 school year, SA schools received nearly 17,700 unique applications for only 3,288 open seats. In South Brooklyn's Community School Districts (CSDs) 20 through 22, over 1,800 applicants applied for just 240 seats. In Queens' CSDs 27 & 29, 2,800 children entered the lottery for just 480 seats, a ratio of almost 6 applications per 1 seat. Harlem residents applied to SA schools at a rate of 4.2 applications per 1 seat. In the South Bronx's CSD 9, more

than 1,800 children entered the SA lottery; in 4 of 6 Bronx CSDs, over 1,100 children applied to SA. More than 780 children from CSD 2 in Manhattan - where many traditional public schools are high-performing but racially segregated - entered the SA lottery. Over the past decade, SA schools have received over 150,000 applications - this demand and a commitment to education reform drives SA to scale as quickly as it can without sacrificing excellence.

In 2014, SA was granted 14 new charters by the State University of New York (SUNY) Trustees, allowing it to open new schools in CSDs in Manhattan, the Bronx, Brooklyn, and Queens where there are few or no high-quality schools and/or enormous racial achievement gaps. SA opened five new elementary schools in Fall 2016, serving CSDs 14, 17, and 32 in Brooklyn (Bed-Stuy, Flatbush, and Bushwick) and CSD 27 in Queens (Far Rockaway and South Jamaica). In Fall 2017, SA opened two new elementary schools serving CSDs 2 and 5 in Manhattan (Midtown West and Harlem); four new middle schools serving CSD 2 in Manhattan (Midtown West), CSDs 14 and 17 in Brooklyn (Bed-Stuy and Flatbush), and CSD 9 in the South Bronx; and one new high school. In 2018, SA opened two new middle schools in CSD 22 in Brooklyn (East Flatbush) and CSD 29 in Queens (Queens 1). SA has been granted charters to open elementary schools in CSD 7 and 9 in the South Bronx, CSDs 13, 14, and 15 in Brooklyn (Greenpoint, Williamsburg, Sunset Park, and Brownsville), and CSDs 24 and 30 in Queens (Long Island City and Astoria).

Compliance

SA schools must and do comply with all applicable laws including the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, IDEA, and applicable State laws to ensure

that all students are given an equal opportunity to attend SA’s high-performing public charter schools. At this time, SA does not request any waivers of Federal statutory or regulatory provisions. No SA school has had any significant compliance issues or violations within the past three years, including in student safety, financial management, and statutory or regulatory compliance. With its outreach and programming, SA is well positioned and prepared to enable the expanded schools to meet its commitment to serving educationally disadvantaged students.

In December 2016, the NYC Comptroller completed a two-year audit of SA. After extensive investigations, the Comptroller did not find a single case where SA’s funds were spent on anything other than educating children. The final audit report included some groundless critiques of SA’s practices, which SA refuted in its formal response, accompanied by nearly 1,000 pages of supporting documentation. SA undergoes annual audits by BDO, the fifth-largest accounting firm in the world and auditor to scores of Fortune 500 companies. SA’s authorizer, SUNY, is nationally recognized for its rigorous oversight and evaluation process. Both BDO and SUNY have consistently given SA a clean bill of health with respect to its financial practices. See Appendix I for SA’s most recent audited financial statements.

CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS

As described in detail above, SA is deeply committed to serving educationally disadvantaged students, including Black and Hispanic students, low income students, students with disabilities, and ELLs. SA schools admit students through a random lottery, and SA invests in significant outreach to ensure that as many families as possible learn about and apply to SA schools.

SA’s student population is composed primarily of educationally disadvantaged students and generally reflects the NYC student population. 81% of SA scholars are Black and Hispanic

(compared with only 66.5% citywide), 13.8% have been classified as students with disabilities (compared with 19.7% citywide), and 8.3% have been classified as ELLs (compared with 13.5% citywide).³¹ Additionally, nearly 73% of SA students qualify for FRPL, which is comparable with the 74% of students across NYC who live in poverty.³² SA is committed to continually expanding its capacity to serve educationally disadvantaged populations. For example, enhanced recruitment initiatives, including bilingual flyers, non-English application forms, and a weighted lottery preference for ELLs, will ensure that SA is able to attract and enroll a higher percentage of ELL students.

As described above, SA schools have demonstrated an incredible ability to improve outcomes for educationally disadvantaged students, allowing them to perform at a much higher level than their peers city- and statewide.

Plan for Expansion

If awarded, this CSP grant will allow SA to scale over the next five years by (i) opening and expanding 4 new elementary schools, 1 new middle school, and 1 new high school, (ii) expanding 4 existing middle schools to grades 7 and 8, and (iii) expanding four existing elementary schools to include pre-kindergarten (for a total of 6 new schools and 10 expanding schools, impacting over 3,200 scholars). See Appendix I for a timeline and grade levels of these school openings and expansions. SA will also open an additional middle school in 2019 with previous CSP funding. Each new school opening and grade expansion will allow SA to greatly increase the number of high-needs children that it serves across four boroughs. By

³¹NYC Dep't of Education, at <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>.

³² Albar, Selim, "Poverty Rate Soars Among NYC Schoolkids," *New York Post*, Oct. 29, 2018, at <https://nypost.com/2018/10/29/poverty-rate-soars-among-nyc-schoolkids/>.

2022-23, a total of 53 SA schools will enroll over 23,000 students. Few other Charter Management Organizations (CMOs) have the infrastructure to scale at this rapid pace – SA has invested in systems and talent to make this ambitious plan possible.

Core Elements of Project Design

SA has strategically developed specific school designs for its elementary, middle, and high schools. Maintaining high standards for academic excellence and a strong culture of engagement and commitment are essential to SA’s designs, and with each additional school year, systems and procedures, curricula and professional development are continuously improved. Every year, SA takes a close look at each of its three school designs with a goal of making them even stronger. At the heart of SA’s exceptional results are a few core elements of replicable design, which come together to provide a world class education to tens of thousands of NYC school children.

Logic Model

This project is based on a logic model that builds upon SA’s past successes and applies the same proven model to our expanding schools. By applying its foundational school design, executed by experienced leadership and educators with strong central office support, SA will use this award to improve long-term educational outcomes for even more SA scholars.

Resources: SA Model	Incremental Inputs with CSP Funding	Short-Term Outcomes	Long-Term Impact
<ul style="list-style-type: none"> ➤ Diverse student body from across NYC ➤ Foundational school design <ul style="list-style-type: none"> ◆ Progressive pedagogy ◆ Strong school culture ◆ Parent involvement ◆ Extended School 	<p>Additional resources to enable the successful expansion of 20 SA schools, including:</p> <ul style="list-style-type: none"> ➤ Teachers, leaders, and network personnel to expertly staff and support larger schools ➤ Student and classroom technology and 	<ul style="list-style-type: none"> ➤ Expand 10 schools to serve over 922 students in newly expanded grades ➤ Open and expand 6 new schools to serve over 2,300 students. ➤ Scholars develop a love of learning and academic persistence ➤ High academic 	<ul style="list-style-type: none"> ➤ Improved educational outcomes for thousands of additional NYC public school children ➤ Expanded opportunities for educationally

Day	infrastructure	achievement	disadvantaged
➤ Experienced leadership	➤ Classroom materials, furniture, and fixtures for new classrooms	◆ Schools rank in Top 10% of NYC and NYS	students to access a world class education
➤ Innovative professional development	➤ Necessary classroom improvements to maintain compliance and support learning	◆ Schools outperform nearby schools	➤ Increased access to and ability to graduate from four-year college
➤ Central operational and technological support		◆ Raised bar for educationally disadvantaged students	
		➤ High attendance rates and student retention	

Foundational School Design

Progressive Pedagogy and School Culture

At all SA schools, respect for others and proper behavior are explicitly taught, modeled, expected, and rewarded. Values and strong moral character are a part of daily instruction at all grade levels. There is a school-wide emphasis on setting goals, making a strong effort, and “going Beyond Z,” and college graduation is an expectation for all students. In fact, classrooms are named using the year in which scholars will graduate from college. Every classroom is adorned with a college corner, which displays banners and pictures of famous alumni from the teacher’s alma mater, as well as photographs of the teacher graduating from college.

SA believes that to be truly successful, schools must be interesting and engaging to children; as obvious as that may be, many educators do not value engagement enough. SA knows that in order for scholars to fall in love with learning, actively listen, and participate in their own education, they must not be bored. Teachers differentiate learning, doubling up resources and support for struggling students and finding new challenges for those who are soaring. “Joyful rigor” is SA’s mantra, and it drives SA’s high attendance data, as well as its academic results. SA believes that doing is at the core of learning. Therefore, schedules are designed to limit the amount of direct instruction every day, with the bulk of the day devoted to

small group instruction and hands-on learning.

SA schools' core values spell the word "ACTION," and students are encouraged to show and are rewarded for demonstrating these values:

- ***Agency:*** Every member of our community takes ownership! We take responsibility for making sure that our schools and scholars are reaching the highest possible standards across the board.
- ***Curiosity:*** Our schools are fueled by wonder. Scholars, teachers, and staff always ask, "What if?"
- ***Try and Try:*** Our entire community understands that tackling tough challenges takes elbow grease, grit, and perseverance.
- ***Integrity:*** We are honest, open, and transparent.
- ***Others:*** We never forget to look out for each other. From helping someone else on a project to smiling in the hallways, we build a community of mutual respect and support.
- ***No Shortcuts:*** Excellent learning takes time and effort.

Each school has a school-wide emphasis on setting goals and working hard to achieve them. Inspiring quotes fill classroom walls, hallways, and bulletin boards. Effort is deeply valued, and teachers celebrate and reward scholars who work hard to achieve their goals. Each school celebrates in its own way. Typical expressions of celebrating include a crown for scholars to wear for the day, a badge to proudly display on a uniform, and a special "shout-out" during morning meeting. Time-ins (scholars spending time with the principal doing an activity of their choosing, such as blocks or reading), "Principal For a Day," relay races, and effort celebrations (e.g., making waffles or extra fitness time) are other ways schools engage and

motivate scholars. When the entire school community is putting in its best effort, SA celebrates with whole-school dance parties and special class cheers.

Parent Involvement

SA believes that scholars achieve their greatest potential when parents are active partners in their child's education. Through frequent dialogue and consistent communication, SA staff create strong relationships with parents to help them support their children in school and at home and to build a school community where children are in school every day and arrive at school on time, dressed in uniform, with completed homework and reading logs in hand.

Before scholars begin their first day at SA, the enrollment team has conversations with families so they know what they can expect. SA stresses its own commitment to their scholars and the expectation that parents will be fully involved in their scholars' educations. This partnership goes both ways – SA informs and engages parents each step of the way and encourages parents to urge their scholars to achieve excellence. Parents have email addresses and phone numbers for teachers, principals, and SA's Chief Executive Officer, and staff are required to get back to parents within 24 hours. In turn, SA asks parents to return calls within 24 hours. Schools have an open door policy – parents may visit at any time.

SA's school day is designed to maximize interaction between families and staff. Every single day at both arrival and dismissal, parents have an opportunity to talk with teachers and administrators. At the beginning of every school year, SA schools host school-wide meetings for parents to share ways to stay involved and actively provide input to the school. Each SA school also has a Parent Council to foster parent participation and facilitate feedback, and each parent is automatically deemed a member of the Parent Council. SA schools hold meetings throughout

the school year to give families detailed information about curriculum units in the classroom and to allow families to ask questions and provide input.

To keep parents engaged in the school community, SA's operations team organizes numerous family events at each school throughout the year: Curriculum Night, spelling and math bees, chess and debate tournaments, performing arts showcases, and project-based learning "museums" - creative collaborations by scholars as the culmination of a special unit. Parents are also provided with materials to guide at-home learning, and when a scholar is struggling academically, schools meet with them on an individual basis to develop plans to support learning at school and at home.

Finding authentic opportunities for parents to be invested in their scholars' schooling is critical to SA's success. Every school periodically assesses the effectiveness of its parent and community involvement policies and related activities to evaluate whether it should provide additional coordination, technical assistance, or support. SA strives to treat parents as highly valued customers and continuously thinks about parent convenience and satisfaction. SA parents responding to the NYC DOE's 2018 School Survey³³ are overwhelmingly happy with their experiences at SA:

- 95% are satisfied or very satisfied with the education their children received in 2017–18
- 93% are satisfied or very satisfied with the overall quality of their children's teacher
- 87% agreed or strongly agreed that "my child's school works to achieve the goals on my child's IEP" (i.e., Individualized Education Program).

³³ New York City Department of Education, *NYC School Survey*, available at <https://infohub.nyced.org/reports-and-policies/school-quality/nyc-school-survey>.

Extended School Day

SA scholars have significantly more instruction time than students at traditional public schools due to a longer instructional day.³⁴

Grades	Doors Open	Arrival	Dismissal
Grade K-4	7:30 AM	7:45 AM	3:45 PM
Grades 5-8	8:45 AM	9:00 AM	4:30 PM
Grades 9-12	7:15 AM	7:55 AM	4:15 PM
Grade K-4	7:30 AM	7:45 AM	12:30 PM
Grades 5-8	8:45 AM	9:00 AM	1:00 PM
Grades 9-12	7:15 AM	7:45 AM	1:00 PM

Scholars are dismissed early one day a week, and this time is devoted to professional development for teachers and principals. In addition to the normal school day, SA middle schools offer tutoring, study hall, clubs, and teams from 7:30 to 8:45 am, which provides time for additional instruction and extracurriculars. See Appendix I for sample school day schedules.

Replicable Curriculum

SA has developed a core team of subject specialists who have written much of the curriculum used in the schools. Starting in 2020, SA will expand six of its elementary schools to offer pre-kindergarten classes, providing an additional year of foundational early literacy and math instruction for its young scholars. Beginning in pre-K and progressing through the elementary school years, scholars will fall in love with school—whether by finding a love of stories and books or working through a challenging math problem or hypothesizing on a science experiment; or articulating a knowing response to a question to collaborating on a class project; or planning a

³⁴ School day schedules for NYC DOE schools are available for each school, which are located through the “Find a School” search function at <https://www.schools.nyc.gov/find-a-school>.

checkmate to finding inner artistic talents. SA's middle school design gives scholars the ability to delve deeper into their talents and passions and draw on the foundations laid in elementary school. In high school, SA prepares scholars for college. They are further challenged academically, while learning to manage more independence and take responsibility for their own academics.

SA provides early exposure to a variety of subjects and activities with a goal of igniting a passion that will lead to more focused study later on and increasing a student's competitive advantage in college admissions. SA's schools collectively offer about 300 clubs with 4,500 students participating. For each Elective offered at a school, there is a corresponding club that allows scholars the opportunity to further develop their skills and interest. The field studies program is a vital part of the SA school design, as it connects classroom curriculum to real-world experiences, infuses additional joy into the school day, and exposes students to cultural experiences and institutions that they may not otherwise access. Last year, SA scholars participated in more than 1,500 field studies, assemblies, and other community-wide events. In November, SA ninth and tenth graders visited the United Kingdom to visit Chatsworth, a museum and the home of the Duke of Cavendish for a 5-day opportunity to expand their art and cultural education. The most underutilized time for SA scholars is summer. Unlike in more affluent districts, most SA parents do not have the money for travel programs, residential programs, or other other types of summer enrichment experiences. SA's Summer Experiences Program partners with outside organizations, colleges and universities to help fill those months with productive and mind-expanding activities. For the upcoming summer, SA will continue to expand in-house programming in chess and soccer and develop and sustain partnerships with

approximately 45 external organizations and programs to expand scholar access to summer opportunities.

Pre-Kindergarten

Pre-K scholars will learn to question, experiment, create, and problem solve through purposefully chosen learning experiences and materials that spark the imagination. Supported by high-quality books and meaningful conversations with teachers and peers, our pre-K scholars will encounter new ideas, strengthen their vocabularies, and develop their abilities to express their thoughts and emotions with clarity. Our pre-K scholars will learn to share, work with others, and manage themselves through purposeful play. Opportunities for scholars to experience math will abound in our pre-K classrooms as scholars problem solve, manipulate, and investigate how things work together to engage in mathematical thinking. With their pre-K teachers, scholars will use their innate curiosity to explore the science in their everyday world. Through our inquiry-based approach, scholars will make observations, manipulate objects, ask questions, make predictions, and develop generalizations. Scholars will experience science as an integral and inspiring part of their everyday lives.

Elementary School

SA's elementary school curriculum is designed so that children fall in love with learning through authentic engagement. Scholars spend their days reading carefully curated fiction and nonfiction texts from our robust classroom libraries, developing their own strategies to solve conceptual math problems, conducting experiments and investigations to build understanding of the process of scientific inquiry, finding their own voice to respond to questions, collaborating on class projects, planning a checkmate, and discovering artistic talents.

Literacy: Reading and Writing—SA invests time and resources in finding the best literature in the world and stocking classrooms with these books. The quality of children’s literature is key to engaging young readers. The more kids read, the better readers they will be, and the more they write, the better writers they will be. Uniquely, each of SA’s classrooms has its own library, containing as many as 2,500 titles, equally balanced in terms of fiction and nonfiction. Through the various parts of the literacy curriculum, scholars learn to express their ideas clearly and precisely and how to construct compelling arguments.

Mathematics—SA has developed a rigorous math program focused on building students’ problem-solving skills, conceptual understanding, and computational fluency. SA’s goal is to ensure that scholars really understand math. Too often, kids memorize how to do math, rather than really understanding how math “works.” SA spends time getting scholars engaged and learning math hands-on, while also ensuring that they can fluently recall quick math facts.

Science—SA’s daily, discovery-based science program is designed to get kids thinking and predicting, using their hands to really learn, and then using evidence to make their arguments and articulating their findings using facts. These are critical skills, and no other school in the country has such a robust science curriculum beginning in kindergarten. By the end of each school year, scholars will have completed about 150 experiments.

Engineering and Computer Science-- Starting in Kindergarten, scholars study engineering and computer science in four-week science units dedicated to each subject. Scholars master increasingly complex concepts through inquiry-based projects that range from designing and building an amusement park to programming a “Fuzzball” through a maze.

Success Academy schools also offer a robust selection of “specials” and electives that

include art, chess, sports, and, depending on the school, dance, music, or theater. We view these nonacademic subjects as a critical part of learning that adds joy, builds confidence, and fosters a love of school. In addition, trips that include visits to farms, museums, theaters, and the circus help Success Academy scholars make connections between classroom learning and the real world and broaden their knowledge and experience. We believe so strongly in the value of our field studies that our scholars take an average of two excursions per month, or about 20 per year.

Middle School

SA's middle school curriculum is rich and varied, with a unique focus on both the fundamentals—excellent writing, independent reading, inquiry-based science, appreciation of the arts, and deep knowledge of history—as well as the less traditional but critically important foundational skills, such as computer science and public speaking. To prepare our middle schoolers to become 21st century learners, scholars are issued Chromebooks. Being responsible for a Chromebook also supports our scholars in becoming more self-directed and learning to take responsibility for their technology □and their own learning. With access to thousands of e-books accessible through OverDrive, the leading digital platform for libraries and schools worldwide, and Audible, scholars can independently read a wide variety of texts in digital or audio form. SA believes that teaching scholars to be proficient with technology is critically important to their success now and as they advance toward college.

English Language Arts—SA's literacy program feeds scholars' love for books by emphasizing thoughtful reading and analysis of the latest in exceptional literature as well as classics. Guided inquiry and discussion allow scholars to develop their ideas and express themselves clearly and creatively. In addition, grammar and vocabulary embedded in the content

of the curriculum gives scholars the tools to read and write at increasingly advanced levels. During Writing Lab, teachers lead scholars in analyzing model writing, and scholars then have an opportunity to write independently. At the heart of the writing program is the idea that writers will get better at writing through practice and revision. To this end, scholars end each lesson with a discussion of one scholar's piece of work, followed by time to improve their own writing.

Mathematics—SA challenges middle school scholars to be great thinkers and mathematicians through a focused study of conceptual math. Scholars' middle school math experience culminates with all scholars completing Algebra I and taking the Algebra I Regents, which is traditionally administered to high school students. Scholars can participate in international math competitions, including Math Olympiads and MATHCOUNTS.

Science—SA's middle school science curriculum gives students hands-on practice in questioning, defining, observing, classifying, generalizing, and verifying, all while exploring the fundamentals of earth science, life science, chemistry, and physical science. They design experiments, learn how to write a lab report, and interpret data to draw meaningful conclusions, always with an emphasis on process and refinement.

History—Beginning in fifth grade, scholars dig into primary sources and historical evidence to construct and defend their own interpretations of the past and draw connections to the world today. By emphasizing the practice of history, scholars develop the critical thinking and analytical skills needed for success in college and the workplace, as well as the tools needed for lifelong scholarship and active citizenship. The history curriculum integrates social science, politics, and anthropology to provide a complete and nuanced understanding of the past.

Electives—In middle school, scholars begin to take charge of their own learning. Our

electives program is designed to give scholars more choice about which interests and talents to pursue. These classes are not considered extras — they’re a vital part of the curriculum, serving as outlets for creativity, talent development, and self-expression.

Advisory—In the middle school advisory program, scholars learn about themselves and explore social issues and develop social and emotional competencies and life skills, such as relationships, sex education, and digital citizenship. They also begin to take responsibility for their own learning by working on time management skills, organization, and goal-setting; they plan how to improve their academic performance and achieve their goals.

High School

At SA high schools, our goal is to prepare scholars to graduate from college in four years and pursue a life of opportunity and personal fulfillment. Every aspect of our high school model is designed to cultivate the skills, mindset, and knowledge our scholars need to successfully navigate the demands of college, citizenship, and professional life. As set forth on pages 13 through 19, this design features:

- Advanced coursework including both required and offered AP coursework;
- Dedicated support for students with special needs and ELLs;
- Summer programming, internships and electives designed to close the experiential gap between low-income scholars and their wealthier counterparts;
- Free and comprehensive test preparation for tests such as PSAT, SAT, SAT II, and AP;
- Dedicated college counseling, college-focused seminars, and assistance with college and financial aid applications; and
- Personal support for alumni after high school graduation to ensure college success.

SA's high school curriculum includes a broad range of courses in the sciences, mathematics, the social sciences, rhetoric and composition, humanities, fine arts, and sports, fitness, and wellness.

The Humanities—Our humanities curriculum exposes scholars to the great texts, ideas, and events that have shaped our modern world, and it prioritizes Platonic-style discourse, incisive analysis, and powerful, cogent writing. Through the comprehensive study of literature, history, economics, and government, scholars grow into accomplished thinkers, writers, researchers, and public speakers. The workload is collegiate both in volume and nature; many courses are taught at an Advanced Placement (AP) level, preparing scholars for the academic demands they will encounter at selective colleges. SA's approach to history is set apart by an emphasis on inquiry and the examination and analysis of primary sources and authentic artifacts. Each scholar develops strengths as a reader, researcher, listener, and speaker, and especially as a writer, while building a comprehensive understanding of historical change and continuity

STEM—SA's mathematics curriculum employs logic and reasoning to demonstrate problem solving as a method of inquiry and investigation. Building on the strong foundation of Algebra 1 that all SA eighth graders must pass, scholars begin their first year by taking geometry or statistics, followed by Algebra II in their sophomore year, pre-calculus in their junior year, and AP calculus or AP statistics as seniors. Starting in 10th grade, outstanding scholars can be selected into our demanding STEM Academy, which progresses through a sequence of semester-long rotations in Electrical Engineering and Mechanical Engineering. Through AP Computer Science A, AP Computer Science Principles, and Introduction to Programming in C/C++ and JAVA, our computer science program aims to push scholars to reject the idea that they are simply users of technology, rather creators of it. Scholars begin their inquiry-based

science sequence with Biology in grade 9. Scholars take Physics in grade 10 and can select AP Biology, Physics, and/or Chemistry in grades 11 and 12. These courses culminate in AP exams in Biology, Physics, and Chemistry, as well as the SAT II Biology and SAT II Chemistry.

Electives and Extracurriculars—Scholars who participate on one of SA’s many competitive teams, such as Debate, Chess, Choir, Dance, Basketball, Volleyball, and Track must make a substantial time commitment, but they also gain wonderful experiences traveling across the city, state, and country to compete against top private and public schools. The sports and fitness course requirements are designed to develop skills, attitudes, and strategies that enhance physical fitness, as well as address topics of personal health, nutrition, and wellness. The Arts curriculum aims to further creative growth and deepen scholars’ understanding of aesthetics and history.

Innovative Professional Development

SA’s expertise in curriculum and leader and teacher training has led to an extraordinary initiative currently under development: the SA Education Institute. SA firmly believes – and its results demonstrate – that the key to student achievement is the intensive professional education it provides to its entire teaching force, a program that uniquely covers both content and pedagogy.

The Ed Institute is designed to bring SA’s professional development program to scale. To meet the needs of its new schools and expanding grades each school year, SA hires hundreds of new school faculty members. Through an integrated platform that combines e-learning courses with a robust content library, teachers can access scholar curricula, teacher and administrator training, and information about SA’s instructional management systems and processes for school operations. Integrating SA’s resources in a central platform increases standardization and consistency, which allows SA to continually expand its network of schools

while maintaining the highest bar of excellence.

Central Operational and Technological Support

SA has opened 46 schools over the past twelve years without sacrificing quality. SA has been able to sustain rapid growth while maintaining excellent schools as a result of years of refining and improving our systems and processes. SA's central network provides manpower and streamlined systems to support SA's aggressive scaling and which will enable SA to scale its project design. SA's network resources include:

- Human resources team and hiring policies in place to recruit, interview, and hire all the faculty and staff needed for expanding schools.
- Experienced facilities personnel who can renovate a school building for the first day of classes in just 30 business days.
- Rigorous training programs and year-round professional development that gives teachers the tools they need to be successful with all students.
- Extensive principal training starting at least a year before a principal opens a school.
- Technological resources necessary to manage a large-scale operation.

Instructionally and administratively, each SA school benefits from being part of a network of schools. Specifically, school leaders can seek advice from colleagues implementing the same school model. Teachers and principals are able to visit peer schools where they can observe and learn from each other firsthand. Student and teacher recruitment costs are shared across the network. Several staff positions are shared across the schools—a school that cannot afford a full-time dance or chess teacher can split the salary and benefits costs with other schools.

The school network also creates a web of accountability and an intellectual community where the systematic sharing of innovations and best practices forces each school to continuously improve. If SA notices that one of its schools located just a dozen blocks away is scoring higher on an assessment or has a higher daily attendance rate than another school, SA is able to investigate the differences and implement successful strategies across the network.

SA believes that teachers and leaders should be focused on instruction and scholar learning at all times, and not slowed down by technological issues. As part of SA's centralized network operations, SA provides critical technology support to the network office and each school. SA's Data Management and Analytics team (DMA) monitors its software and hardware usage to ensure that SA is optimizing its usage of technology. DMA also develops and refines SA's technological tools for tracking and analyzing student achievement.

Timeline and Milestones

Even when a school has been open for several years, expanding to serve new grades requires significant time and resources. Network and school staff begin working more than a year in advance to make sure each expanding school has the leadership, staff, facilities, and equipment to serve an additional grade of scholars. The following chart sets forth the timing of the major milestones for the planned school expansions under this grant.

110 weeks	Schooling	Future leaders enter the principal-in-training program.
57 weeks	Schooling	Current Assistant Teachers begin training to fill new Lead Teacher positions for expanding grades and to replace departing teachers.
52 weeks	Talent/HR, Marketing,	HR kicks off the talent recruitment season for new positions. Marketing launches extensive digital and social media for the

	and Advancement	Talent Recruitment campaign. Talent Recruitment conducts national searches for top talent, executes comprehensive screening and hiring practices, and on-boards all new employees. Prospective employees participate in a comprehensive and competitive selection process that includes a written lesson plan, an in-person interview, and the delivery of a live demo lesson to an SA class, followed by a debriefing meeting. Successful candidates are recommended to principals for final review.
48 weeks	Business Operations	The Operations Team starts to prepare for the sprint of renovating the buildings, which requires extensive paperwork to be submitted to the NYC DOE. With very limited time in the summer to renovate, SA does as much pre-work as possible to ensure a fully functioning school on the first day of classes.
46 weeks	Business Operations and Enrollment	For schools expanding to serve grades through grade 4, Enrollment Team, with the help of Marketing, launches the student recruitment campaign, which includes designing and distributing almost a half a million bi-lingual brochures, providing online applications in English, Spanish, Chinese, Russian, and French.
41 weeks	Schooling	For schools requiring new principals, a senior leader is selected from SA's internal principal-in-training team to begin formal Rising Senior Leader Training.
40 weeks	Business Operations	The Supply Chain team orders all necessary materials for the school furniture, books, and supplies.
38 weeks	Business Operations	NYC DOE provides updated room allocation information for schools in co-located space.
34 weeks	Business Operations	For schools in co-located space, the Operations Team attends DOE-facilitated meet and greets and space allocation meetings with the co-located school(s).
32 weeks	Business Operations	For schools in co-located space, the Operations Team begins negotiations with the principals of the co-located school(s) to schedule any changes to SA's use of common areas in the building needed to provide breakfast, lunch, recess, and sports.

20 weeks	Schooling and Business Operations	Schooling finalizes the school calendar, including all of the professional development days, family academic events, field studies, and college visits.
19 weeks	Business Operations and Enrollment	For schools expanding to serve grades through grade 4, the Enrollment team administers the random lottery, open to the public. It is a digital process that simultaneously runs a lottery for multiple schools. Families are notified of the results.
18 weeks	Business Operations and Enrollment	Enrollment introduces incoming students and their families to the SA curriculum, culture, and values. SA also uses the enrollment process to collect required paperwork from families, to arrange for each family to get a public library card, and to assist families in ordering school uniforms.
15 weeks	Business Operations and Finance	The Finance team finalizes the school budget and presents to the Finance Committee of the Board of Directors to get board approval.
15 weeks	Schooling and Advancement	The Schooling team finalizes the curriculum and with the Creative Content team creates the training and development teachers and principals need to teach.
14 weeks	Schooling	The Schooling team sets academic goals based on what the best performing SA schools achieved and on the highest outcomes achieved by other high performing schools. This sets clear expectations for leaders, teachers, scholars, and families.
7 weeks	Business Operations	Renovation of the school begins to provide a beautiful house of learning by the first day of school.
6 weeks	Schooling	The Schooling team kicks off Leader Summit for the upcoming school year to fully prepare new and returning principals to welcome scholars into the school.
4 weeks	Schooling	Summer T-School kicks off; all new and returning teachers are trained and prepared for the first 6 weeks of school.
1 week	Schooling	All faculty report to school and put the finishing touches on the building before the scholars arrive.

QUALITY OF EVALUATION PLAN

In expanding its existing schools, SA strives to maintain its high quality and commitment to

excellence. SA holds schools to a high bar, and the following ambitious goals will ensure that this project upholds these standards. As the recipient of several prior CSP grants, SA has demonstrated its ability to execute ambitious projects and is well-equipped to thoroughly evaluate project outcomes, as measured by the goals and objectives below.

Goals and Objectives

SA schools are designed to serve the whole child, not only providing scholars with an exceptional academic foundation, but also teaching them non-academic values that will serve them throughout their education and beyond, as measured by SA's school culture. The following goals are designed to rigorously measure both academic and non-academic success.

- SA schools will rank in the top 10% in New York State on state tests.
- SA schools will outperform NYC public schools by more than 20% on the New York State tests.
- The percentage of low income SA scholars scoring at Levels 3 or 4 on the New York State tests will be on par with, if not exceed, wealthy New York school districts.
- The percentage of SA students scoring at Levels 3 or 4 on the New York State tests, including special needs and ELL students, will be greater than the percentages from the schools' surrounding school districts for each subject area.
- The percentage of SA scholars passing the New York State tests across all racial and ethnic subgroups will surpass members of those subgroups from NYC district schools.
- The percentage of SA scholars with disabilities, low-income scholars, and ELL scholars passing the New York State tests will surpass that of their peers across NYC.
- SA schools will have at least 95% of their scholars in attendance every day.

- At least 95% of SA scholars will be at school on-time each day.
- All expanding elementary schools will be self-sustaining by the time they reach full enrollment.

- At least 80% of scholars will be retained annually.
- Goals and Objectives related to high school and college persistence are on page 18-19.

Objective performance measures

SA's evaluation plan relies on objective performance measures that provide us with the ability to compare each school's performance against its prior performance, against other SA schools, and against public schools across NYC and New York state. SA's internal and external assessments inform instruction and guarantee continual improvement. SA will monitor performance across the above metrics using internal tracking and assessments, ensuring that each school is on track to meet these ambitious goals.

Plan for Closing A Charter School

All SA schools rank among the highest performing schools in New York State, with a 100% record of charter renewal, strong and conservative financial management oversight, and the continuing support of a broad group of stakeholders. As such, SA has not been faced with closing any of its schools. If it should become necessary to close a school, SA will follow the most recent dissolution plan issued by the SUNY Charter Schools Institute. The Success Academy Charter Schools – NYC (SA-NYC) Board of Trustees, the school principal, and appropriate individuals from the CMO staff, including the General Counsel, will coordinate closely to develop and execute the school school closure plan, including overseeing transfers of assets and students. The School will closely communicate with parents to ensure that they are

aware of their options regarding the educational services for their child in NYC public schools, charter schools, and nonpublic schools. For additional information for dissolution of a charter school, please refer to Appendix I and the Budget Narrative.

QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL

SA has carefully assembled a senior management team that blends educators with experienced business and development executives and senior functional leaders in the key areas of finance, human resources, legal affairs, and communications. The senior team is highly involved in driving the details of each school expansion and will be fully responsible and accountable for the proper use of CSP funds. Each month, the senior team meets with a wider group of directors, managers, and leaders to review the performance of the entire enterprise, including the leadership, academic, cultural, operational, and productivity metrics for each school; SA's financial position; and the status of key development projects. These regular sessions ensure disciplined execution and allow for timely intervention and corrective action whenever the data signals the need for a change. Resumes of key personnel are included in the Appendix B.

Linda Fayerweather, Controller, will serve as Project Director for the Project. Ms. Fayerweather is CPA certified and brings nearly twenty years of accounting experience to SA. In her role, Ms. Fayerweather supervises a team of financial professionals responsible for daily financial operations, cash management, reporting, budgeting, and banking. She has an MBA from Georgia State University and a BS in Accounting from the University of Tennessee.

Senior Team and Functional Leaders

SA is organized around the belief that teachers and school leaders should focus solely on teaching and learning. To that end, SA centralizes all school start-up operations and most

non-instructional functions, as well as instructional support and teacher development, at the network. An experienced executive manages each functional area, each reporting to the CEO.

Eva Moskowitz, Founder and CEO. SA is led by its Founder and CEO, Eva Moskowitz. As the former chair of the Education Committee of the New York City Council, she held hundreds of oversight hearings on education – on topics ranging from the teachers’ union contract to toilet paper to science curricula. She insisted on two things from the city’s education bureaucracy: accountability and competence. In 2012, Ms. Moskowitz co-authored a book, *Mission Possible: How the Secrets of Success Academies Can Work in Any School*, to share reading and teacher training best practices. She remains a forceful advocate for education reform.

A native and resident of Harlem and mother of three children, Ms. Moskowitz holds a Ph.D. in American History from Johns Hopkins University. Before founding SA, she was a history professor and taught civics at Prep for Prep, a program for gifted minority students. Her experience as an educator and as chair of the Education Committee led her to consider the underlying factors necessary to operate successful schools where low-income, minority students could achieve at the same high levels as their more affluent peers. She also examined how these schools could be replicated and expanded quickly while maintaining quality.

Michele Caracappa, Chief Academic Officer, oversees academic instruction across all of SA’s schools, manages SA’s curriculum and assessment development, instructional management, and training and development for the entire faculty. Ms. Caracappa was a founding first grade teacher at SA Harlem 1 in 2006 and later became founding principal of SA Bronx 1. In 2013, she joined the network as Director of Literacy and then advanced to Managing Director of Humanities to provide leadership support to principals and was quickly promoted to oversee our

entire Academics and Training Team. A Teach for America alumna, she has a B.A. from the University of Pennsylvania and a Master's Degree in Education from Pace University.

Jody Friedman, Executive Vice President for Advancement, leads our effort to secure critical resources, build a strong, sustainable culture of support for our mission, and make our educational innovation accessible to educators across the country and around the world. She has an extensive background in not-for-profit advancement, including leadership roles at Princeton University (her alma mater) and Memorial Sloan-Kettering Cancer Center. She has also served as a consultant to prominent academic institutions, including Harvard Medical School and Williams College. She holds a Master's Degree from the Ecole Pratique des Hautes Etudes, which she attended while on a Fulbright Fellowship in Paris.

LaMae de Jongh, Head of School Management and Technology, oversees the day-to-day management and performance of our schools, and is building centers of excellence across enrollment, scholar support services, and experiential learning to ensure efficient and effective execution of our school design network-wide, in addition to oversight of Technology. A former Accenture partner, LaMae brings to Success over 25 years of management consulting experience. She holds a BA in economics from Princeton University.

Bonnie Litt, General Counsel, works to reform bureaucratic processes that inhibit school growth and manages litigation and compliance matters. Prior to joining SA, Bonnie had a long and distinguished career at Goldman Sachs, most recently serving as Managing Director, Associate General Counsel and Practice Group Head of the legal group covering the Global Prime Services business. Prior to joining Goldman Sachs, Bonnie was a partner at D'Ancona & Pflaum, a Chicago law firm. She is a graduate of the University of Pennsylvania and Harvard

Law School, and is also currently Board Chair of Breakthrough New York, a not-for-profit college success program serving low income New York City public school students.

Ann Powell, Executive Vice President of Public Affairs, has 30 years of editorial and management experience, overseeing print and digital content for large media enterprises, such as *Vanity Fair*, *Saveur*, *My Generation*, and *Reader's Digest*. At *Reader's Digest*, Ms. Powell led in the creative development, production, and marketing of a series of award-winning and top-selling apps for the iPad and Kindle Fire. Working closely with Apple and Adobe, Ms. Powell was instrumental in creating a sophisticated state-of-the-art online store to sell e-books and other digital products. At SA, she oversees enrollment, advocacy, marketing, and communications as well as media relations. She has a Bachelor's Degree from Austin College.

Aparna Ramaswamy, Chief Leadership and Human Resources Officer, oversees SA's human capital function, including Talent Acquisition and Learning and Development. She came to SA from Bridgewater Associates, most recently serving as Co-Head of Human Resources. Prior to Bridgewater, Aparna spent 15 years at General Electric, most recently as Global Head of Human Resources for Corporate Commercial & Communications. Aparna holds a MA in Sociology from the University of Mumbai and a MBA from the University of Michigan.

Holly Saso, Managing Director of Enrollment, manages scholar recruitment, on-boarding new scholars, and scholar retention for SA. She has evolved our Enrollment department from 4 to 46 schools, focusing on scale and customer service. She and her team are passionate about informing parents of their education choices and building SA communities across NYC. Ms. Saso brings to SA more than 30 years of management experience in the music industry as a marketing and event specialist and in education as a leadership officer.

Keith Tobias, Chief Technology Officer, manages all technology across infrastructure, security, software development, data management, and analytics. Keith came to SA from Accenture, where he focused on global, large-scale implementations of enterprise platforms across multiple industries and technologies, working with familiar brands such as Converse, Nike, and Ralph Lauren. Keith holds bachelor's degrees in English and Psychology from Bucknell University.

MULTI-YEAR FINANCIAL AND OPERATING MODEL

Governance

SA is operated under two separately incorporated nonprofit organizations, with separate independent Boards of Directors. This ensures maximum external oversight and due diligence regarding policy, direction, and financial matters for the benefit of the scholars who attend SA schools. The Success Academy Charter Schools (SACS) Board of Directors is the CMO board and the SA-NYC Board of Directors is the schools' board. Both boards are comprised of experienced, dedicated individuals who are committed to redefining what is possible in public education. The SA-NYC Board of Directors ensures that school leadership, school resources, and school facilities are in place to deliver an exceptional education to scholars. The SACS Board of Directors oversees the activities of the SACS network, setting the direction for the CMO, ensuring that the CMO provides the contracted services to SA-NYC, guiding its sustainable growth, and directing its bold vision for public education. Staff and both boards work collaboratively to ensure the highest quality of planning, implementation and oversight of our business model.

Initially, SA schools were each managed by separate nonprofit education corporations,

each with its own board of directors. In 2014, all SA schools merged into one nonprofit education corporation, SA-NYC. The merger has several important benefits for students, including: two or more elementary schools can “feed” into combined middle and high school programs, and students are able to transfer among SA schools without re-entering the lottery. This merger also allows SA to address cash flow needs of growing new schools with cash balances likely to be available at older, self-sustaining schools. Additionally, the SA-NYC Board of Directors has the benefit of looking at the entire network to better identify trends, anomalies, and best practices.

Broad Base of Financial Support

SA schools currently operate solely on public funding via per pupil funding from the state, previously received CSP Replication and Expansion grants, and other federal entitlement programs: Title I, Title II, IDEA, National School Lunch Program and E-rate. SA currently receives \$15,307 in public general education funding per pupil (less than what a similarly situated traditional public school in NYC receives). In addition to the general education funding, SA schools receive per pupil funding for special education that can amount to an additional \$19,049 per scholar, depending on the level of services provided. SA schools are developed with the goal of educating students more effectively on less money per pupil than traditional public schools. SA’s academic and fiscal records show that it is successful on both counts.

Success Academy Projected Uses and Sources of Funds During and Beyond Grant Period

Public Revenues*	\$345.3	\$385.3	\$430.8	\$467.5	\$520.8
TOTAL SOURCES					

Personnel	181.6	200.3	224.8	248.2	274.4
Instructional Materials	36.3	40.1	45.0	49.6	54.9
Technology	8.5	9.3	10.5	11.6	12.9
Management Fees	42.9	47.5	52.9	57.8	64.7
Other	36.7	40.4	45.4	50.1	55.4
Capital Expenditures	24.6	21.8	25.2	23.8	26.6
TOTAL USES	\$330.6	\$359.4	\$403.8	\$441.1	\$488.9
TOTAL EXCESS/(DEFICIT)	\$14.7	\$25.9	\$27.0	\$26.4	\$31.9

Philanthropy is used mainly for start-up costs and to run the schools until they become self-sustaining on public funding (by year three for elementary schools). Philanthropy also supports innovative projects such as the Education Institute, which will benefit SA schools as well as interested schools throughout the country. SA has been successful in raising funds to support its five-year growth plan. In FY19, SA expects to raise approximately \$42 million from foundations, individuals, and fundraising events and an additional \$9 million in federal funding.

Each new SA elementary school opens with a kindergarten and first grade, typically 150 students; each year thereafter about 90 students are added as incoming kindergarteners. One grade is added each year until the school has scaled to fourth grade. With more than 17,700 applications for only 3,288 seats this year, it is evident that demand for SA's expansion is high, and SA schools have a broad base of support.

Funding Request

By researching successful charter schools extensively, conducting thorough financial analysis and modeling, and learning from its extensive experience opening and running schools in NYC, SA has developed operating budgets and drafted financial policies and controls that ensure its

network of schools continues to be self-sustaining.

SA requests \$10,386,300 over five years to fund (i) the opening and expanding of 4 new elementary schools, 1 new middle school, and 1 new high school, (ii) the expanding of 4 existing middle schools to grades 7 and 8, and (iii) the expanding of four existing elementary schools to include pre-kindergarten (for a total of 6 new schools and 10 expanding schools). All 10 expanding schools for which SA seeks funding have received CSP funding under prior awards to support start-up and/or expansion costs. SA now requests funding to use for a different purpose: supporting each of these schools as they expand their grade levels, serving over 3,222 scholars in these newly offered grades. See Appendix I for more details on our expanding schools.