

**Success Academy Charter Schools
Expanding 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 34% of 5th graders can read at grade level, and 75% of 8th graders are failing math.² Nearly thirty percent 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, 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 20% of Black students and 24% of Hispanic students passed last year's state math exam.⁶ By comparison, more than twice as many White students and about

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-norflot-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 <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

³ New York City Department of Education, *New York City Graduation Rates Class of 2016*, available at <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>.

⁴ *Id.*

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 2016*, available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

three times as many Asian 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 152,000 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 2016, 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 41 schools serving nearly 14,000 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 eleven years, SA has maintained a commitment to building world-class public schools and has shown that all kids can excel, across neighborhoods and racial, ethnic, and socioeconomic lines. SA is seeking CSP funding to support its efforts to expand and scale 20 existing SA schools to serve additional grade levels and expand student

⁷ *Id.*

⁸ New York City Department of Education, Office of English Language Learners Demographics Report: 2014-2015 School Year, available at <http://schools.nyc.gov/NR/rdonlyres/0183D51C-377B-4ED7-BCBE-607AE4669D54/0/201415ELLDemographicReport.pdf>.

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 2015).

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 2016*, available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

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, nearly 9,700 scholars are eligible for free or reduced price lunch (FRPL), making up 74% of SA's student population. (The annual income threshold to qualify for free lunch in New York state is \$31,590 a year for a family of four.)¹¹ At 18 SA schools, more than 80% of scholars qualify for FRPL, and at 38 schools, more than 60% of scholars qualify for FRPL. For specific FRPL rates for each individual school, see Appendix F.

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 - 33 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 – although SA's high school is located in midtown Manhattan, it primarily serves children who live in the Bronx and Harlem. SA schools also serve lower income neighborhoods within large, more affluent districts. For example, two of SA's Harlem schools are located in New York's wealthiest school district, CSD 2, which also includes the Upper West Side.

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 educational

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 <http://schools.nyc.gov/Accountability/data/default.htm>.

options. SA operates 9 schools within the NYC's six lowest performing districts, where more than 80% of students failed the state math test in 2016.

In NYC, public schools in the poorest neighborhoods consistently have the lowest test scores and graduation rates, linking students' success closely to their zip codes.¹³ The majority of SA schools are located in the highest poverty areas of the city, which have traditionally lacked high quality school options. For a map of SA schools showing surrounding neighborhood poverty levels, see the 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 was 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:

¹³ Kristen Lewis, Sarah Burd-Sharps, Measure of America, *High School Graduation in New York City: Is Neighborhood Still Destiny?*, available at http://ssrc-static.s3.amazonaws.com/wp-content/uploads/2016/04/27121634/MOA_HS_Brief.pdf (May 2016).

- 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; and
- Community fairs and information sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools.

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, 50 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 2017-18 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 17 12:1:1 (12 students, two adults) classes at 12 SA schools, and 153 Integrated Co-Teaching (ICT) classes across all 41 schools. Over the next five years, SA plans to grow to 42 12:1:1 and 285 ICT classes across the 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 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.¹⁴

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, and re-evaluation IEP meetings, as legally required.

¹⁴ 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.

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 and BIPs 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 a student with an IEP is unable to receive the services on his/her IEP to the extent necessary, SA may request that the CSE provide 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.¹⁵ 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.¹⁶ Additionally, the LEA distributes funds to charter schools in accordance with Section 613(a)(5) of IDEA, including proportional distribution according to enrollment.¹⁷ 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. Six SA schools have been recognized for their diversity by the National Coalition of Diverse Charter Schools: SA Bensonhurst, SA Cobble Hill, SA Hell's Kitchen, SA Union Square, SA Upper West, and SA Williamsburg.¹⁸ Three SA middle schools also qualify as diverse (3 or more racial groups with populations of at least 10%). The majority of NYC public schools do not reflect the diversity of the city. Even in

¹⁵ N.Y. Educ. L. § 2853(4).

¹⁶ *Id.*

¹⁷ N.Y. Educ. L. § 2856.

¹⁸ National Coalition of Diverse Charter Schools, *Our Member Schools*, <http://www.diversecharters.org/schools>.

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.

SA Diverse Schools 2016-17					
SA Bensonhurst	11.5%	14.0%	19.0%	52.2%	50.8%
SA Cobble Hill	6.0%	31.0%	32.0%	22.8%	58.0%
SA Hell's Kitchen	14.4%	14.6%	51.3%	14.8%	61.8%
SA Union Square	20.7%	20.0%	25.1%	24.6%	42.5%
SA Upper West	10.3%	14.8%	29.8%	34.8%	43.8%
SA Williamsburg	2.0%	26.6%	51.4%	9.3%	69.2%
SA Cobble Hill MS	7.5%	47.2%	13.2%	20.8%	62.3%
SA Midtown West	6.7%	22.7%	24.5%	29.4%	41.1%
SA Williamsburg MS	7.9%	33.3%	42.9%	12.7%	58.7%

SA also participates in the federal School Breakfast Program and the National School Lunch Program, which offers free or reduced meals to all students who meet eligibility requirements. 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.

QUALITY OF THE ELIGIBLE APPLICANT

Experience Operating or Managing High-Quality Charter Schools

Throughout its eleven-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).²⁰

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).

²⁰ 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

Those SA Harlem 1 students – all African American and Hispanic – outperformed schools 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 2016, only 36% of students across NYC passed the math exam (compared with 94% of SA students) and only 38% passed the ELA exam (compared with 82% of SA students). The follow 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%

**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.

<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

SA scholars significantly out-performed neighborhood district schools on the 2016 state math exam.

2016 State Math Exam Results Success Academy vs. Local School Districts			
School	Pass Rate	NYC District (CSD)	District Pass Rate
Bed-Stuy 1	99.3%	14	29.7%
Bed-Stuy 2	96.8%	14	29.7%
Bed-Stuy Middle	100.0%	14	29.7%
Bronx 1	99.4%	7	15.6%
Bronx 1 Middle	99.2%	7	15.6%
Bronx 2	91.5%	9	18.0%
Bronx 2 Middle	93.9%	9	18.0%
Bronx 3	96.6%	8	22.3%
Cobble Hill	94.2%	15	51.3%
Crown Heights	100.0%	17	27.0%
Fort Greene	100.0%	13	30.3%
Harlem 1	91.1%	3	50.9%
Harlem 2	97.2%	5	16.6%
Harlem 3	97.4%	4	27.8%
Harlem 4	98.7%	3	50.9%
Harlem 5	91.7%	5	16.6%
Harlem Central	90.2%	5	16.6%
Harlem East	91.1%	4	27.8%
Harlem North Central	91.0%	5	16.6%
Harlem North West	84.7%	5	16.6%
Harlem West	91.3%	3	50.9%
Hell's Kitchen	100.0%	2	68.6%
High School for Liberal Arts	90.5%	2	68.6%
Midtown West	98.4%	2	68.6%
Prospect Heights	98.1%	17	27.0%
Union Square	98.8%	2	68.6%
Upper West	97.8%	3	50.9%
Williamsburg	94.6%	14	29.7%
SA Network	94%	Citywide	36%

SA scholars similarly out-performed neighborhood district schools on the 2016 state ELA exam.

2016 State ELA Exam Results Success Academy vs. Local School Districts			
School	Pass Rate	NYC District (CSD)	District Pass Rate
Bed-Stuy 1	95.2%	14	34.4%
Bed-Stuy 2	86.4%	14	34.4%
Bed-Stuy Middle	96.4%	14	34.4%
Bronx 1	87.3%	7	19.1%
Bronx 1 Middle	79.1%	7	19.1%
Bronx 2	79.9%	9	20.4%
Bronx 2 Middle	77.4%	9	20.4%
Bronx 3	86.2%	8	25.6%
Cobble Hill	92.9%	15	50.1%
Crown Heights	98.2%	17	30.2%
Fort Greene	85.4%	13	36.5%
Harlem 1	72.6%	3	56.3%
Harlem 2	86.1%	5	21.5%
Harlem 3	87.4%	4	31.8%
Harlem 4	84.3%	3	56.3%
Harlem 5	78.6%	5	21.5%
Harlem Central	77.2%	5	21.5%
Harlem East	70.2%	4	31.8%
Harlem North Central	73.5%	5	21.5%
Harlem North West	76.6%	5	21.5%
Harlem West	71.7%	3	56.3%
Hell's Kitchen	85.5%	2	66.4%
High School for Liberal Arts	87.5%	2	66.4%
Midtown West	86.9%	2	66.4%
Prospect Heights	85.2%	17	30.2%
Union Square	92.8%	2	66.4%
Upper West	90.7%	3	56.3%
Williamsburg	75.6%	14	34.4%
SA Network	82%	Citywide	38%

This academic achievement has led the U.S. Department of Education to name four 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, and SA Harlem 5 and

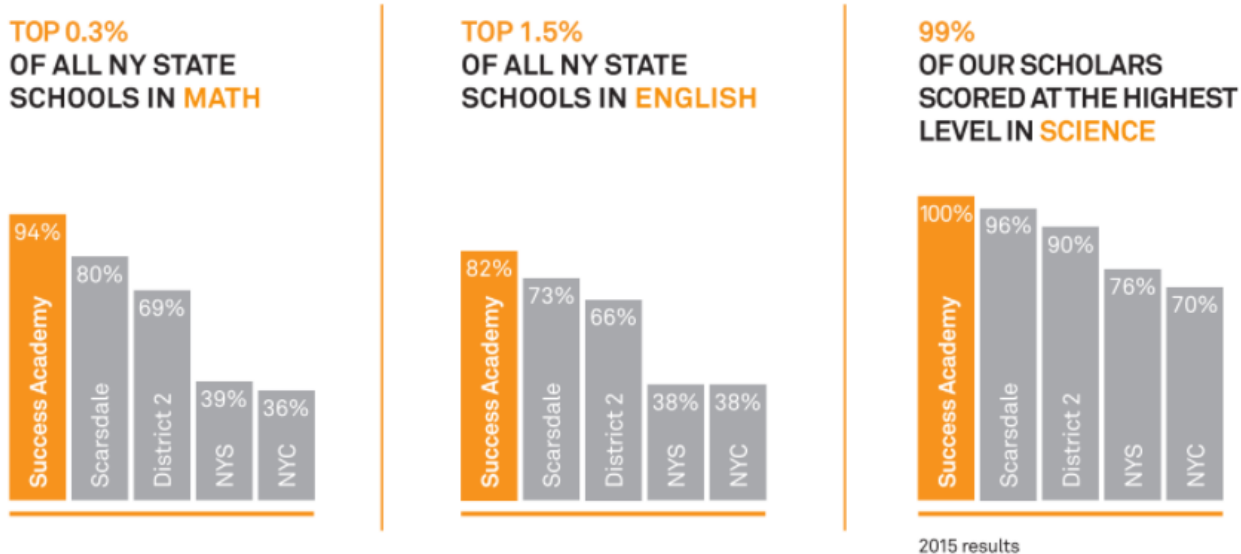
SA Bronx 1 were selected in 2016.²¹

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 2016 include:

- 73% of SA scholars received a level 4 - the highest score - on the 2016 math exam,

²¹ U.S. Department of Education, *National Blue Ribbon Schools Program: Schools Recognized 1982 through 2016*, <https://www2.ed.gov/programs/nclbbrs/list-2003.pdf>.

NYC's wealthiest district, CSD 2, on all exams.



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 - 74% 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 twice as likely to pass the state exams in 2016 as African American and Hispanic students.

African American and Hispanic scholars represent 85% of SA's student population, and for the past eight years (since they have been age-eligible to take the state tests), they have demonstrated that the achievement gap can be reversed. On last year's 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.

REVERSING THE ACHIEVEMENT GAP

African American and Hispanic SA scholars outperformed white students across New York City.

Math

SA African American	93%
SA Hispanic	95%
NYC white	58%

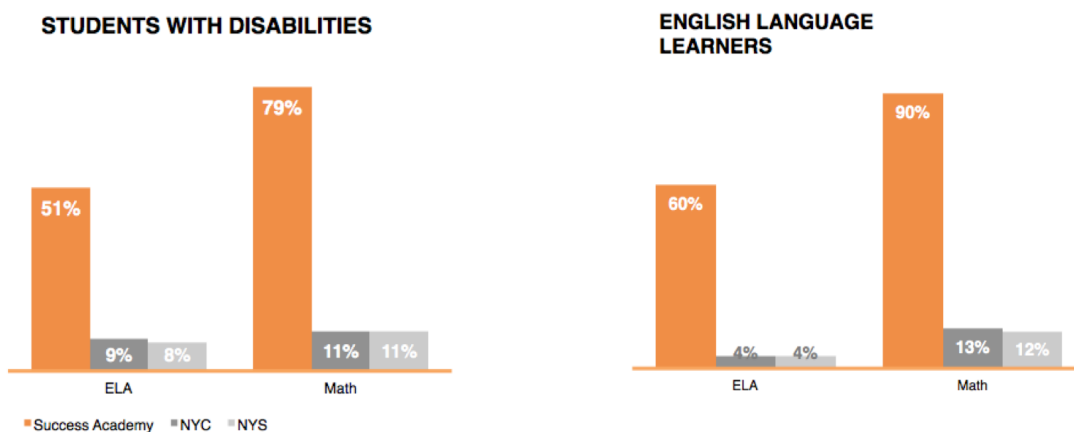
English Language Arts

SA African American	80%
SA Hispanic	80%
NYC white	59%

SA is deeply committed to serving children with disabilities. About 15% of SA students are current or former 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 most grades, and, in schools where the NYC DOE provides sufficient space, offering 12:1:1 classes. Students with disabilities do extremely well in SA schools, outperforming NYC special education students overall by 68 percentage points in math and 42 percentage points in reading on the 2016 state exams. Additionally, SA students with disabilities outperformed students *without* disabilities across the city by 43 percentage points in math and 13 percentage points in ELA.

SA is equally committed to serving ELLs – current or former ELL students make up 8.5% 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.²² On the 2016 state exams, SA’s ELL students were seven times more likely to pass the Math exam and 15 times more likely to pass the ELA exam than ELLs across the city. Further, SA ELLs outperformed students who have never been ELLs across the city by 54 percentage points in math and 22 percentage points in ELA.

²² 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 2016, when scholars at 28 schools took state exams, SA’s performance relative to schools across the state had increased, with SA scores putting the network in the Top 0.3% in math and the Top 1.5% in ELA.

SA’s overall test results also increased from 2015 to 2016, demonstrating continued academic growth. Across the network, an additional 1% of scholars tested proficient in math in 2016, and ELA proficiency jumped from 68% to 82%.

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 2016 New York State exams.²³

²³ New York City Charter Center, *New York City Charter School Center Test Score Analysis 2015-16*, available at <http://www.nyccharterschools.org/content/new-york-city-charter-school-center-test-score-analysis-2015-16>.



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 open, so are the schools. Collectively, SA schools have an annual attendance rate of 96%. NYC district schools reported only 91% year-to-date attendance citywide as of the end of 2016,²⁴ and New York State’s attendance rate for 2013-14 (the last year for which data is available) was 93%.²⁵ 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

²⁴ 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>.

²⁵ New York State Education Department, *2014-15 School Report Card*, available at <https://data.nysed.gov/>.

escorting students to school.

SA strives to educate and retain every scholar who walks through its doors. SA's annual retention rate of 90% is higher than the city average (87%).²⁶ SA schools retain students with disabilities (91%) and ELLs (96%) at especially high levels. See Appendix I for multi-year attendance and retention data by school, as well as data on suspensions and expulsions.

Sharing Best Practices

SA's extraordinary student achievement results have led local educators, as well as those from across the country, to seek advice on curriculum and teaching best practices. SA has routinely shared its expertise and collaborated with other educators, such as UP Academy and Brooke Charter Schools - two charter networks in Massachusetts. During the 2015-16 school year, SA hosted more than 220 "Ed Partners" from 124 different organizations for tours and workshops, including KIPP, Achievement First, Uncommon Schools, NYC DOE, Charter Schools Growth Fund, Harlem Village Academies, and Teach For America. Half-day and full-day professional development workshops, led by SA's instructional leaders and content experts, explore various aspects of SA's school design or curricula, including conceptual math, middle school design, and foundational literacy. Additionally, for educators who are unable to attend in-person sessions, SA offers elementary and middle school virtual tours, which provide a comprehensive overview of the key tenets of SA's instructional philosophy and approach to school design.

²⁶ Beth Fertig, Jenny Ye, WNYC, *NYC Charters Retain Students Better Than Traditional Schools*, <http://www.wnyc.org/story/nyc-charter-school-attrition-rates/> (Mar. 15, 2016).

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 2016-2017 school year, SA schools received more than 20,600 unique applications for only 3,228 open seats. In Central Harlem, 1 in 2 age-eligible kindergarteners applied to an SA school. In seven other districts across Manhattan, Brooklyn, the Bronx, and Queens, at least 1 in 5 age-eligible kindergarteners applied. In the South Bronx's CSD 9, 1,600 children entered the SA lottery, and in 4 of 6 Bronx CSDs, over 1,000 children applied to SA. Six hundred-sixty 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 110,000 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) Charter Schools Institute, 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 plans to open 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. SA has been granted

charters to open elementary schools in CSD 9 in the South Bronx, CSDs 13, 14, 15, and 23 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.

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. 85.8% of SA scholars are Black and Hispanic (compared with only 67.7% citywide), 15% have been classified as students with disabilities (compared with 18.7% citywide), and 8.5% have been classified as ELLs (compared with 12.5% citywide). Additionally, 74% of SA students qualify for FRPL, which is comparable with the 76.5% of students across NYC who live in poverty. SA is committed to continually expanding its capacity to serve educationally disadvantaged populations. For example, SA plans to double the number of ICT and 12:1:1 classes over the next five years, allowing it to serve more students with disabilities. Additionally, enhanced recruitment initiatives, including bilingual flyers, non-English application forms, and a newly reinstated 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

Over the next five years, SA will open 16 additional elementary schools, 12 middle schools, and 4 high schools. By 2021-22, a total of 77 SA schools will enroll 31,800 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.

Projected School Growth					
School Year	Elementary Schools	Middle Schools	High Schools	Total Schools	Student Count
2017-18	34	11	2	47	17,100
2018-19	38	16	2	56	20,700
2019-20	42	17	3	62	24,400
2020-21	46	21	4	71	28,300
2021-22	47	23	7	77	31,800

If awarded, this CSP grant will allow SA to scale of its proven educational mission: to prepare students for rigorous high school and college-level coursework, with a focus on STEM-readiness. Specifically, this grant will fund the expansion of 11 elementary schools, eight middle schools, and one high school (for a total of 20 schools). These 20 schools have benefited from previous CSP funding, which has allowed them to open and begin serving high-needs children across four boroughs. As they expand beyond their existing grade offerings in the coming years, or, for the high school, drastically expand the number of twelfth grade seats, these schools would benefit from additional funding to support their growth, which will impact over 3,000 students. This grant will fund expansions at each level of schooling, allowing existing schools to grow to serve grades 3-4 in elementary school and grades 7-8 in middle school. Additionally, at SA’s high school, which will first serve a small inaugural class of twelfth graders next year, this grant will fund the significant expansion of the twelfth grade in 2019-20, when the student count will be more than five times larger than in 2017-18 and 2018-19. See Appendix I for a timeline and grade levels of these school expansions.

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 the 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 Impacts
<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 Day ➤ Experienced leadership ➤ Innovative professional development ➤ Central operational and technological support 	<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 infrastructure ➤ Classroom materials, furniture, and fixtures for new classrooms ➤ Necessary classroom improvements to maintain compliance and support learning 	<ul style="list-style-type: none"> ➤ Expand 20 schools to serve over 3,000 students in newly expanded grades ➤ Scholars develop a love of learning and academic persistence ➤ High academic achievement <ul style="list-style-type: none"> ◆ Schools rank in Top 10% of NYC and NYS ◆ Schools outperform nearby schools ◆ Raised bar for educationally disadvantaged students ➤ High attendance rates and student retention 	<ul style="list-style-type: none"> ➤ Improved educational outcomes for thousands of additional NYC public school children ➤ Expanded opportunities for educationally disadvantaged students to access a world class education ➤ Increased access to and ability to graduate from four-year college

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 and bi-weekly Community Circle. 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 2016 School Survey²⁷ are overwhelmingly happy with their experiences at SA:

- 96% of agree or strongly agree that “teachers and parents/guardians think of each other as partners in educating children.”
- 98% of high school parents agree or strongly agree that “this school helps keep my child on track for college, career, and success in life after high school.”
- 98% are satisfied or very satisfied with the education their children have received during the school year.
- 98% are satisfied or very satisfied with the response they get when they contact the school.
- 97% are satisfied or very satisfied with the overall quality of their child's teachers.

SA constantly strives to strengthen parent communication strategy. Following an internal audit of school flyers and emails, SA has invested in new technological platforms to facilitate improved communication. Emma (an email platform) allows SA to better engage families by improving and consolidating messages, dramatically reducing the number of individual emails,

²⁷ New York City Department of Education, *2016 NYC School Survey Results*, available at <http://schools.nyc.gov/Accountability/tools/survey/2016Survey>.

and eliminating paper flyers. In addition, SA is currently piloting SchoolMessenger at several schools. This platform combines school websites with a smartphone app and email, text, and robocall capabilities, allowing SA to convey information to families proactively, and allowing parents to reference any information they need 24/7.

Extended School Day

SA scholars have significantly more instruction time than students at traditional public schools due to a longer instructional day.²⁸

Grades	Doors Open	Arrival	Dismissal
Monday, Tuesday, Thursday and Friday			
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	8:15 AM	5:00 PM
Wednesday			
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	8:15 AM	1:15 PM

Scholars are dismissed early one day a week, and this time is devoted to professional development for teachers working with their principals. In addition to the normal school day, SA middle schools offer tutoring, study hall, clubs, and teams from 8:00-8:55 am, which provides time for additional instruction and extracurricular engagement. 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. In elementary school, SA wants scholars to fall in love with school—from finding a love of stories and books to working through a challenging math problem or

²⁸ School day schedules for NYC DOE schools are available at <http://schools.nyc.gov/SchoolPortals/07/X029/AboutUs/Schedules/default.htm>.

hypothesizing on a science experiment; from articulating a knowing response to a question to collaborating on a class project; from building an epic block structure to learning to kick a soccer ball; from planning a checkmate to finding inner artistic talents.

In the middle school design, SA has created a program that gives scholars the ability to delve deeper into their talents and passions and draw on the foundations laid in elementary school. Scholars choose two electives each semester and are pushed in their critical thinking and reasoning. They add computer programming, debate and typing into their skill set, analyze more challenging texts, push their mathematical thinking, delve into history, and further build out their science knowledge—all while getting greater independence and learning to navigate middle school emotions.

In high school, SA prepares scholars for college. Building on the skills and knowledge scholars learn in middle school, SA's high school scholars are further challenged academically, while learning to manage more independence and take responsibility for their own academics. SA aims to prepare them for college and the freedom associated with being “on your own.”

SA's curriculum is tailored to maximize each scholar's learning. The math curriculum helps scholars develop theoretical, conceptual, and practical mathematical understandings. To teach reading, writing, and critical thinking, SA developed its own THINK Literacy, which focuses on extended periods of dedicated reading and writing. Students learn to express their ideas clearly and precisely and are able to construct compelling written arguments. SA schools also teach science five days a week, beginning in kindergarten. SA believes that young children are much more capable of problem solving when they are challenged to think.

At SA, non-academic study is so deeply integrated into the curriculum that SA refers to these activities as “co-curriculars” rather than extracurriculars, reflecting the belief that classes in

visual art, chess, soccer, and music are as central to a well-rounded education as math, literacy, and science. SA believes that providing scholars with access to co-curriculars not only affords them opportunities to find success and fulfillment outside of traditional subjects but also enriches the academic experience by facilitating complex connections through creative thinking, and gives scholars confidence that they can transfer to other courses.

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 350 clubs with 9,000 students participating. 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. Field studies included visits to the historic Apollo Theater, the Metropolitan Museum of Art, the Brooklyn Children's Museum, the Brooklyn Botanical Garden, and the National Jazz Museum. Last May, SA eighth graders traveled to Washington, DC, where they visited historical monuments and cultural institutions and had the opportunity to tour Howard University.

The most underutilized time for SA scholars is summer—ten weeks without classes, chess, debate, string orchestra, performing arts, or sports. Unlike in more affluent districts, most SA parents do not have the money for travel programs, overnight camps, or other other types of summer enrichment experiences. SA's Scholar Opportunities Program partners with outside organizations to help fill those months with productive and mind-expanding activities to ensure that scholars stay engaged throughout the summer. For the upcoming summer, SA will continue

to expand in-house programming in chess and soccer and develop and sustain partnerships with outside organizations to expand scholar access to summer opportunities.

Elementary School

SA's elementary school curriculum is designed so that children fall in love with learning through reading fiction and nonfiction, conceptually solving math problems, understanding 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 like the times tables. This approach allows for differentiation of students according to their pace of learning, whether struggling or racing ahead.

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. At SA, students do not simply read about squid, they dissect them. By the end of each school year, scholars will have completed about 150 experiments. SA is committed to implementing a strong Science, Technology, Engineering and Mathematics (STEM) based science program.

Although SA emphasizes rigorous instruction in literacy, math, and science, there is a commitment to ensuring that these core academic subjects do not crowd out other important subjects and activities. SA's elementary curriculum also includes chess, visual arts, music, dance, typing, fitness, and geography. SA frequently partners with organizations to enhance scholars' co-curricular experience. For example, last summer, SA collaborated with the renowned Diller-Quaile School of Music to enroll scholars in instrumental courses. Scholars were taught by expert instructors and had the opportunity to perform in a special concert at the conclusion of the program. SA also partners with the Marshall Chess Club to provide opportunities for scholar to learn from chess grand masters both during school year and through summer camps.

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 world history—as well as the less traditional but critically important new basics, such as computer science and public speaking.

To prepare middle schoolers to become 21st century learners, SA has a technology leasing program for all families, which provides fifth grade scholars with new iPads, a keyboard and case, special software, and upgrades for the entire four years of middle school, at substantially

less than the retail cost. Scholars become more self-directed and learn to take responsibility for their technology and their own learning. They also receive lessons on how to use technology safely and appropriately. With access to more than 600 books in SA's digital library, scholars can maximize their learning by fully integrating technology into their academic pursuits, increasing collaboration, creativity, critical thinking, and communication skills. SA believes that teaching scholars to be proficient with technology is critically important to their success now and as they advance toward college.

SA continues to look for ways to improve its middle school curriculum to best prepare scholars for high school and college. Next school year, SA will increase the faculty in its middle school classrooms such that each core subject is taught by two lead teachers. This will allow for more focused teaching and better support for each scholar. Core subjects will also be combined into larger blocks; for example, ELA and history will be combined into one longer class period. This will minimize transitions and allow flexibility in how much time is devoted to each subject each day – topics needing a deeper dive can be extended to cover a larger portion of the block, giving students the time they need to learn.

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. A classical approach to grammar and vocabulary – including diagramming sentences and identifying Latin root words – gives scholars the tools to read and write at increasingly advanced levels. During Writing Lab, teachers engage scholars in a mini-lesson where they model an aspect of great writing, and scholars then have an opportunity to practice 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 review their own writing. Learning how to read deeply, write passionately, and communicate clearly and confidently is crucial to their success as adults in a fast-paced world.

Mathematics—SA challenges middle school scholars to be great thinkers and mathematicians through a focused study of conceptual math. Scholars gain an increased understanding of base 10 operations, proportional relationships, and geometric properties. Scholars can also pursue a math honors track and participate in math club (about a third of all middle school scholars participate), Math Olympiads, and MATHCOUNTS competitions.

Science—SA's middle school science curriculum gives students hands-on practice in questioning, defining, observing, classifying, generalizing, and verifying. Through reading, activities, and experiments, students explore the fundamentals of earth science, physical science, and life science. They gain an understanding of the essential elements of experimental design, how to write a lab report, and how to interpret data to draw meaningful conclusions, always with an emphasis on process and refinement.

History—Beginning in fifth grade, scholars embark on an in-depth study of history, playing the role of historians by analyzing the causes and effects of major world events. Middle school 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 middle school history sequence integrates social science, politics, and anthropology to provide a complete and nuanced understanding of the past.

Electives—In addition to moving through a quarterly rotation of classes in the visual and performing arts, debate, computer programming, chess and robotics, scholars, depending on grade level, may choose from an abundant offering of electives, including coding, musical theater, dance, chess, entrepreneurship, newspaper/media studies, art, and creative writing, and sports (soccer, volleyball, basketball, cross country, track and field). SA recently modified its middle school design to provide pre-adolescent scholars with more choice and opportunity to select elective courses that complement their core academic curriculum. Because pre-adolescence is a transitional period from concrete thinking to abstract thinking (when active learning matters most), SA expanded the variety and number of electives—not only to teach, but to serve as a critical outlet for creativity, self-awareness, independence, and experiential learning. Electives, taught by core teachers, help scholars to think and look at the world differently, problem solve, and develop an appreciation for a hobby or skill they can enjoy throughout life. Importantly, these are opportunities that scholars select for themselves.

Advisory—In the middle school advisory program, called Action Now, 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. Action Now meets at the beginning and end of each school day.

Homework is intended to reinforce what students are learning in class and to provide opportunities for self-directed study. Students need time outside of school to expand and reflect upon the groundwork laid during the school day. Homework for middle school scholars averages approximately ten hours per week.

The middle school curriculum and SA's culture work in tandem to create coherence and integrity in scholars' academic experiences. SA middle schools are dynamic communities, designed to foster in every young person resourcefulness and integrity, a sense of social responsibility, and an appreciation of learning through an innovative and intellectually rigorous course of study.

High School

SA's first high school opened in August 2014, 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. Building on the key principles of its elementary and middle schools, SA's high school demonstrates a unique commitment to developing capable, original thinkers and doers. With a longer school day and year, students have exceptional opportunities to expand their learning and explore new fields, gain real-life experiences, develop self-confidence and perseverance, and bolster their resourcefulness, integrity, and sense of personal and social responsibility. The aim is not simply to see SA high school graduates enroll in college but also to have them excel and finish their degrees within four years.

SA's liberal arts core curriculum includes a broad range of courses in the sciences, mathematics, the social sciences, rhetoric and composition, humanities, fine arts (visual arts, drama, dance, videography, and photography), journalism, speech and debate, and sports, fitness, and wellness. Technology is thoroughly integrated in each classroom. As part of a technology-leasing program, scholars receive their own laptop and learn how to use technology as an educational resource, a tool for intellectual empowerment, and an effective means of communicating with others.

Literature, Humanities, and Composition and Rhetoric —This curriculum develops each scholar’s strengths as a reader, researcher, listener, speaker, collaborator, and especially as a writer. Collegiate writing—analysis, argument papers, research papers—is a primary focus, reinforced through self-evaluation, peer feedback, and teacher conferencing that are key to SA’s culture of revision and practice. The Composition and Rhetoric component enables scholars to develop proficiency and precision in the rules of grammar, syntax, and style in written and spoken language, as well as to broaden their understanding of the history of the English language through linguistics. A journalism class is required of all sophomores, and satellite and elective courses are also offered.

Mathematics—SA’s mathematics curriculum employs logic and reasoning to demonstrate problem solving as a method of inquiry and investigation. Scholars begin their first year by taking geometry or statistics and go on to study algebra II in their sophomore year, pre-calculus in their junior year, and AP calculus or AP statistics as seniors. Satellite and elective courses, such as “Functions,” “Discrete Mathematics,” and “History of Mathematics,” are also offered.

Computer Science—The introductory computer-programming course emphasizes object-oriented programming with a concentration on problem solving and algorithm development, as well as the study of data structures, design, and abstraction. Second-year scholars are encouraged to take additional satellite or elective courses that emphasize programming and computational thinking.

The Sciences—Scholars construct and test scientific models and demonstrate knowledge of the basic concepts and processes of modern physical and life sciences. Scholars begin with the study of physics and optics, progress to chemistry, and then biology in the third year. To

provide scholars with hands-on experience with technology, access to the Fabrication Lab is offered as a part of the STEM initiative. Equipped with 3-D printers and other innovative technology tools and materials, the “Fab Lab” is a place of invention where scholars can conceptualize, design, develop, and create almost anything.

History and Social Sciences—Scholars study their own and other cultures, both past and present, in an integrated framework that encompasses history, political science, sociology, economics, and anthropology and strengthens critical analysis and expository writing skills. A three-year world history sequence serves as the foundation for scholars’ study of the past. Within the context of global cultures and civilizations, scholars also delve deeply into the history of the Americas and, especially, the United States. Satellite and elective courses are also offered.

Speech and Debate—Building on their middle school experience, high school scholars delve deeper into the principles of debate, public speaking, and interpretation. The speech and debate curriculum enhances scholars’ elocution skills, promotes analysis of controversial issues, fosters use of reason and logic, and heightens effective communication skills. Scholars are encouraged to participate in public speaking events, such as the National Forensics League’s National Speech and Debate Tournament, Model Congress, and Model UN. Last spring, SA’s high school debate team traveled to Massachusetts to compete in a tournament hosted by Harvard University.

Fine Arts—The fine arts program nurtures each scholar’s intellectual and creative growth and understanding of human aesthetics through the study of visual arts, music, theater, and dance. Three of four introductory courses (art history/studio art, drama, dance, or music) are required during freshman year. The drama program supports classes in acting, directing, and technical theater. Music focuses on choral music, guitar, and drumming. Outside the classroom,

scholars may pursue their own artistic interests by participating in clubs and other extracurricular activities.

Sports, Fitness, and Wellness—Scholars are required to take fitness at least one trimester each year. Sophomores and upper-class students may participate in a team sport instead in lieu of a traditional gym class. The goal is to develop skills, attitudes, and strategies that enhance physical fitness, as well as address various topics of personal health, nutrition, and wellness. Team sports are offered at the modified, junior varsity, and varsity levels and include basketball, soccer, track and field, volleyball.

Advisory—Through the Action Now advisory program, scholars explore ways to enhance self-awareness, self-esteem, humor, empathy, integrity, responsibility, and focus, while learning the skills needed to build positive connections to peers, family and community. Groups of 12 to 15 scholars and one adult adviser make up an Action Now advisory, creating a small support network where scholars explore social issues and life skills and plan how to enhance their academic performance and achievement. Health education is also a part of Action Now.

College Advisory—Academically, SA scholars are on track to be among the highest-achieving students in NYC. But in practical, social, and emotional terms, they will need significant help and guidance. Resources available to more affluent families—test prep tutors and private college counselors—are well beyond the reach of most SA scholars. Unlike the vast majority of traditional public high schools, SA provides personal attention and guidance to scholars, as well as practical advice and coaching for parents. SA’s high school employs a full-time Director of Academic Achievement and College Persistence, as well as four full-time college counselors, to ensure that scholars have the resources they need to successfully apply to and graduate from college. Along with school leaders, they will build relationships with

admissions directors and outreach personnel at colleges and universities nationwide to make sure that SA scholars are well informed about the admissions requirements of different types of colleges and universities.

Beginning in ninth grade, scholars visit local college campuses; as they mature, they explore regional, national, even international options, as well as prepare to take several Advanced Placement exams, the PSAT, and the SAT. Sophomores and juniors learn to research schools and will practice filling out applications, writing essays, requesting recommendation letters, and preparing for interviews. Parallel to their research into colleges, juniors participate in a year-long writing workshop to outline, draft, revise, and complete an effective college essay, so they start their senior year ready to fire off college applications.

SA continuously looks for new ways to engage scholars and provide them with even more opportunities for advanced study. This December, SA's high school held the second annual Winter Opportunity Academy, a three-week program modeled after the short term that many colleges offer in January. Scholars chose from a wide variety of academic, seminar-style classes – this year, courses ranged from policing in America, to architectural design, to biomechanics – as well as electives in music, visual and performing arts, and athletics. Intended to mirror the types of courses scholars will encounter in college and expose them to the level of preparation and participation needed to succeed in discussion-based seminars and other advanced coursework, Winter Opportunity is part of SA's robust college readiness strategy.

In addition to ensuring that they are prepared academically, it is imperative that SA also 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 200 SA high school scholars participated in a wide range of summer programming, from academic pre-college programs at schools including Yale, Brown, and SUNY Purchase, to Outward Bound, to specialized camps for engineering, debate, and law.

Throughout these years, scholars and their parents are advised on financial aid options, loans and grants, and scholarships; personal finance counseling sessions are offered as well. Every scholar is encouraged to strive for the college of his/her choice, without regard for tuition costs. As juniors, scholars begin applying for scholarships; seniors and their families will work with counselors to fill out the FAFSA. With four counselors working with the graduation class, SA is able to provide a level of attention and guidance on par with private schools, ensuring that each scholar has explored every opportunity thoroughly.

Experienced Leadership

SA is led by a strong management team capable of maintaining the highest level of quality and growth. Over the years, SA has added key personnel and thoughtfully structured its network departments to maximize efficiencies and create processes and controls that support its continuous growth. SA strategically built its executive leadership team, drawing not only on

educators but also recruiting professionals with experience from a variety of sectors, to ensure it is well-positioned for sustainable growth. More detail about SA's leadership and management team is included below, and resumes for key personnel are included in Appendix B.

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, both to satisfy SA's own urgent needs for training teachers and principals, as well as to meet external demand. To meet the needs of its new schools and expanding grades for the 2017-18 school year, SA will need to hire more than 1,000 new school faculty members. Every time SA schools expand, this number will continue to grow. Given this scale and SA's focus on world-class schooling and producing exceptional results, SA continues to prioritize training and developing a growing base of educators.

The Ed Institute provides SA's educators with a decade's worth of intellectual property at their fingertips. 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. The Ed Institute also facilitates external sharing of SA's pedagogic and leadership practices, as well as the culture of continuous improvement and commitment to innovation.

The Ed Institute is a *school for schoolers*. It educates leaders and teachers exceptionally well and has increased SA's capacity to offer educators from across the country opportunities to learn and bring successful strategies back to their schools. The impact of this program will extend far beyond SA and benefit educators and scholars throughout the country. The Ed Institute will be well positioned to train a high volume of new SA teachers as well as those from other charter and district schools around the country. At scale, the Ed Institute will have the capacity to train more than 2,000 teachers, principals, business and operations professionals a year; SA anticipates that 10 percent of trainees will be from outside its network.

Central Operational and Technological Support

SA has opened 41 schools over the past eleven years without sacrificing quality. Not only has SA scaled rapidly, but it has done so while also continuing to improve scholar outcomes. SA has been able to sustain high growth while maintaining excellent schools as a result of years of refining and improving SA's 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 provide year-round professional development that gives teachers the curricular and classroom skills they need to be successful with all students – including students with special education needs and ELLs.
- Extensive principal training program that starts 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 in one geographic neighborhood—NYC. 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 it is imperative that educators are not slowed down by technological issues. As part of SA's centralized network operations, SA provides critical technology support to staff at the network officer and each school. SA's Data Science and Information Systems (DSIS) team monitors its software and hardware usage to ensure that SA is optimizing its usage of technology. Over the past year, SA has integrated a range of new centralized software solutions into employees' day-to-day workflow, including Trello (a project management tool), Zendesk (a ticketing system), and Workday (a human capital management system). DSIS also

develops and refines SA’s technological tools for tracking and comparing student achievement.

SA’s up-front investment in talent and centralized operations has paid off in SA’s ability to scale while maintaining high quality. SA has been able to open and successfully run 41 schools and is on track to open seven more schools in August 2017 towards its goal of running 100 schools serving 50,000 scholars annually. Yet, SA understands that managing *both* growth *and* quality requires fundamentally new ways of operating. As SA continues to grow, it plans to focus its energy and investment on two bedrocks for effective scaling: the training and development of school leaders and teachers, as well as educators through the country, and using the latest in technology to make the management of SA schools more effective and efficient.

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.

Timeline	Owner	Goals and Actions Needed
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.

Timeline	Owner	Goals and Actions Needed
52 weeks	Talent/HR, Marketing, and Advancement	HR kicks off the talent recruitment season for new positions. Marketing launches extensive digital and social media for the 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.

Timeline	Owner	Goals and Actions Needed
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 their neighborhood district 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, dressed in uniform, with their

homework and reading logs complete each day.

- All expanding schools will be self-sustaining on public per pupil funding by the time they reach full enrollment.
- At least 90% of scholars will be retained annually.

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. Each grade level throughout the network follows the same curriculum and the same testing calendar, which ensures that results can be easily assessed and compared to quickly revise, improve, and meet the needs of all scholars.

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 Executive Vice President of Policy and Legal Affairs, 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. The senior team meets regularly to track and drive progress of all critical projects, including school expansions; they oversee all aspects of expanding SA's schools and replicating its schools design. 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.

Scott Sobelman, Director of Finance, will serve as Project Director for the Expansion Project. Mr. Sobelman brings nearly nine years of nonprofit accounting experience to SA. In his role, Mr. Sobelman supervises the Treasury team, focusing on government and private funding sources as well as managing all of the banking functions for the organization. Prior to joining SA six years ago, Mr. Sobelman led the business department for a small nonprofit organization on Capitol Hill in Washington, DC called the American Historical Association. He is currently pursuing his MBA at Rutgers Business School in Newark, NJ.

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 vice president manages each functional area, each reporting to the CEO.

Eva Moskowitz, Founder and CEO. SA is led by its Founder and CEO, Eva Moskowitz. Prior to the opening of SA's first school in 2006, Ms. Moskowitz visited 300 traditional public schools and 58 NYC charter schools, as well as top-performing charter schools around the country. 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 her widely publicized education hearings, Ms. Moskowitz probed city officials on what they were doing to measure and improve teacher quality. 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 the 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 SA's effort to secure critical resources, build a strong, sustainable culture of support for SA's mission, and make SA's educational innovation accessible to educators across the country and around the world. She also serves as Dean of the SA Education Institute, which will provide a digital platform for SA's curriculum and training. 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. Ms. Friedman began her career as an editor at *Scientific American* and managing editor of *Natural History* magazine. She holds a Master's Degree from the Ecole Pratique des Hautes Etudes, which she attended while on a Fulbright Fellowship in Paris.

Kris Cheung, Chief Operations Officer, has successfully led the transformation and opening of all schools over the past three years. He oversees all school-based operations teams: Policies &

Procedures, School Events, Renovations & Facilities, Training & Development, Supply Chain, and Technology. He is intent on creating a cutting edge and scalable infrastructure. He prides himself on building high-performing teams with diverse skill sets and backgrounds by creating a culture of accountability where contributions are celebrated and boundaries of excellence are pushed daily. Mr. Cheung began his career in the hospitality industry, where he held operational leadership roles with Hyatt and Waldorf Astoria.

LaMae de Jongh, Chief Scaling Officer, joined SA in July 2016 in this new role for SA.

LaMae brings more than 25 years of experience providing consulting and technology and solutions from the global management firm Accenture. She will take on broad responsibility for charting SA's path to 100 schools, establishing a shared vision around scaling for the organization, and developing the solutions to support that vision.

Emily Kim, Executive Vice President of Policy and Legal Affairs, works to reform bureaucratic processes that inhibit school growth and manages litigation and compliance matters. She holds a J.D. from Columbia Law School, an Ed.M. from Teachers College, Columbia University, a Master's and Bachelor's Degree in English literature from the University of Pennsylvania. Prior to entering law practice, Ms. Kim was a public high school English teacher in New York. In Philadelphia, she worked as an education director of an early intervention program, serving children with developmental delays from birth to school age and in the Special Education department of the School District. Ms. Kim taught writing and English literature at the Community College of Philadelphia and English as a second language in a Guinea, West Africa high school.

Robert Price, Chief Financial Officer, has more than 40 years of experience in operations and financial management, including significant expertise in driving the growth and profitability of

start-up, e-commerce, technology, and manufacturing enterprises. Mr. Price has successfully led the financial operations of both public and private companies, and has extensive experience in strategic planning, corporate finance, accounting, and investor relations. Mr. Price has served as the Chief Financial Officer of privately held, entrepreneurial, venture capital-backed companies (TheLadders, Karmaloop, and Yapstone), as well as several publicly traded companies (Pairgain Technologies, Triconex Corporation, and Buy.com). Mr. Price received his B.S. in Accounting from California State Polytechnic University, Pomona. Mr. Price has held CPA certification since 1976.

Ann Powell, Executive Vice President of Public Affairs and Communications, 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. Under her direction, the company's digital presence quadrupled. At SA, she oversees enrollment, advocacy, marketing, and communications as well as media relations. She has a Bachelor's Degree in English and Latin from Austin College.

Michele Vespi, Chief People Officer, spent over a decade of her career spent in finance, primarily in the middle market division, as VP of Human Resources at Jefferies & Company, where she oversaw employee relations. As U.S. Head for Campus Recruitment and Training and Development, Ms. Vespi helped to found and develop the Undergraduate and Graduate recruitment efforts, as well as the training programs for the Analyst and Associate cohorts. Ms. Vespi's valuable skill sets have translated wonderfully into the world of Education Reform.

Holly Saso, Managing Director of Enrollment, manages scholar recruitment, on-boarding new scholars, and scholar retention for SA. She has evolved SA's Enrollment department from 4 to 41 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.

Schaun Wheeler, Managing Director of Data Science and Information Systems, started his career working for the intelligence service of the U.S. Department of the Army on process development and data mining. Subsequently, Mr. Wheeler analyzed customer segmentation, attrition prevention, and return-on-investment prediction for an educational travel company. More recently, he was chief data scientist for a financial services startup, where he analyzed demographic and consumer-spending data to recommend investments. His current responsibilities cover everything from algorithm development to software development to IT infrastructure management.

Additionally, Managing Directors lead other key departments, including Communications, Creative Content and Strategy, Development, Enrollment, Humanities, Marketing, Operations, Schooling, STEM, and Talent. Resumes of key personnel are included in the Appendix B.

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 SA's 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 of the nonprofit education corporation's school boards, which became effective on July 1, 2014, has several important benefits for students, including: two or more elementary schools can "feed" into combined middle and high school programs without requiring students to reapply for admission, 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 \$14,027 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					
\$ Millions	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Public Revenues*	\$229.7	\$283.7	\$348.1	\$414.4	\$486.8
TOTAL SOURCES					
Personnel	147.9	178.5	213.8	249.7	292.9
Instructional Materials	22.1	26.2	32.9	38.4	45.5
Technology	2.3	2.9	6.1	8.9	12.1
Management Fees	29.7	36.7	45.2	54.5	64.6
Other	24.5	27.8	30.9	34.8	39.2
Capital Expenditures	16.3	14.2	17.5	18.0	20.7
TOTAL USES	\$242.8	\$286.3	\$346.4	\$404.3	\$475.0
TOTAL EXCESS/(DEFICIT)	(\$13.1)	(\$2.6)	\$1.7	\$10.1	\$11.8

*Public Revenues does not include proposed funding for the 2017 CSP competition.

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 FY17, SA expects to raise approximately \$43.5 million

from foundations, individuals, and fundraising events and an additional \$9.4 million in federal funding. Major foundation partners include The Paulson Family Foundation, The Community Foundation of Greater Memphis, The Kovner Foundation, The Robertson Foundation, The Hertog Foundation, The Kern Family Foundation, The Eli and Edythe Broad Foundation, The Charter School Growth Fund, and The Walton Family Foundation.

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 serve kindergarten through 12th grade. With more than 20,600 applications for only 3,228 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 schools and network continue to be on track to be self-sustaining. SA's financial model is designed to ensure that its schools are self-sustaining on public funds when fully enrolled.

SA requests \$6,130,200 over four years to fund the expansion of eleven elementary schools, eight middle schools, and one high school. All 20 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 level or seat offerings, serving over 3,000 SA scholars in these newly offered or expanded grades. See Appendix I for more details on the expanding schools.