



Charter Schools Institute  
*The State University of New York*

# Summary of Findings and Recommendations

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*Application to establish the  
Harlem Success Academy Charter Schools 6 and 7*

September 9, 2009

## **Executive Summary**

The leadership of the Harlem Success Academy Charter School, in conjunction with its management company, the Success Charter Network, Inc., seeks to continue the replication of its model by opening two new charter schools in Harlem in the fall of 2010. The Board of Trustees of the State University of New York (the “State University Trustees”) approved Harlem Success Academy Charter Schools 2, 3 and 4 in October of 2007. Harlem Success Academy Charter Schools 6 and 7 (the “Schools”) would each open with 180 students in Developmental Kindergarten, Kindergarten and first grades and grow to include 557 students in Developmental Kindergarten through fifth grades. The Schools’ mission would be to provide New York City elementary students, particularly those from economically-disadvantaged neighborhoods, with the knowledge, skills, character, and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in school, college, and life. The Schools would be managed by the not-for-profit Success Charter Network, which supports the original Harlem Success Academy Charter School.

The Charter Schools Institute (the “Institute”) recommends that the State University Trustees approve the charter applications for the Harlem Success Academy Charter Schools 6 and 7.

## **Background and Description**

Applications to establish the Schools, both to be located in Harlem, were submitted to the Institute on May 4, 2009. The Institute conducted a rigorous review of each application, including an extensive staff review as well as review by a panel of nationally renowned experts in the charter school arena. Pursuant to its review protocols, the Institute has met with the lead applicant and founding board members of each School and has required the applicant to revise, clarify and otherwise amend the applications in numerous respects. In addition, the Chairman of the State University Trustees’ Charter Schools Committee has had an opportunity to question the lead applicant and the founding board members of each of the Schools, along with representatives of the proposed management organization.

The Schools would open with 180 Developmental Kindergarten, Kindergarten and first grade students and grow to include 557 students in Developmental Kindergarten through fifth grades. Each founding team envisions a school focused on providing New York City elementary students, particularly those from economically-disadvantaged neighborhoods, with the knowledge, skills, character, and disposition to meet and exceed New York State performance standards and the necessary resources to lead and succeed in school, college, and life.

Harlem Success Academy Charter Schools 6 and 7 would implement a curriculum that includes the Success for All (SFA) Program for students in Developmental Kindergarten, Kindergarten and 1<sup>st</sup> grades. The SFA program is designed to serve at-risk students. It is currently in use at the original Harlem Success Academy Charter School and other charter schools around the country that serve students with similar demographic profiles. The program is an approved model in accordance with the No Child Left Behind federal legislation. SFA provides schools with research-based curriculum materials, extensive professional development in proven instructional strategies, assessment data-monitoring tools, and one-on-one tutoring for struggling students. The SFA program model also includes 100 minutes of uninterrupted, daily reading instruction. Beginning in 1<sup>st</sup> grade, students are grouped across classes and grades by reading ability level. Regrouping gives each teacher the

opportunity to work intensively with students one reading level at a time. Cooperative learning is also embedded throughout the program.

The data from quarterly progress checks is used to design appropriate interventions, guide instruction, and move students into higher reading levels. Intensive tutoring is provided to address students' remedial needs. Tutors work one-on-one with students in need 4 – 5 times per week for 20-30 minutes. The tutor is not a high school volunteer, but a trained teacher or recent education school graduate who is qualified to teach students and has demonstrated past successes with individualized tutoring.

For students in 2<sup>nd</sup> through 5<sup>th</sup> grades, the Schools will use a balanced literacy approach using Teacher's College Reading and Writing Workshop as its basis. For schools using the Teacher's College program over a number of years, student performance results reflect a significant percentage of students performing at or above proficiency on the state English language arts assessment. The balanced literacy program includes several components: a reading workshop (50 minutes) that includes a mini-lesson followed by students reading independently, individual or small group teacher-student conferences and assessment of student progress; an interactive read aloud that focuses on specific reading skills; shared reading where the teacher reads with the students; independent reading where all students are reading; guided reading in small groups; word study; a writing workshop (45 minutes) that includes a mini-lesson followed by independent student writing; and an interactive writing/grammar segment where students and teachers compose writing together.

The school founders have planned to provide at least 185 instructional days. The proposed daily schedules include time for "learning labs," during which students in need of remedial instruction will receive individualized or small group instruction in math and literacy from qualified teachers; and high achieving students will experience opportunities for further enrichment (including advanced science and math projects and reading material, field studies in the neighborhood, and logic puzzles). The Schools would staff each classroom with a lead teacher who typically has at least three years of classroom teaching experience, is certified in New York State and has earned a master's degree. The Schools would also employ assistant teachers, who have less classroom experience and are shared between grade level teachers. The assistant teachers would provide push-in small group and individual instruction where necessary.

The lead applicant for both schools, Eva Moskowitz, along with the proposed trustees, has chosen a managerial structure that includes a Principal who is responsible for managing all school personnel (including all teachers) and who would report directly to the Success Charter Network. The structure would also include a School Leadership Resident (funded directly by the Success Charter Network as a leader-in-training for another network school), an Operations Manager, and a Dean of Students. The Principal would be recommended to the board of trustees by the Success Charter Network, and employment renewal would be contingent upon approval of both the Success Charter Network and the school's board of trustees.

The applicant intends to contract with Success Charter Network, Inc., a non-profit charter management organization, to provide a wide range of educational and administrative services to the Schools, including: school start-up, financial, recruitment, and public relations services; curriculum development and monitoring; school leadership training; professional development; enrollment management; information technology; comprehensive school evaluation and external affairs. In return, the Success Charter Network will receive a fee from each School based on a flat-rate fee per student enrolled. The precise fee is to be determined through negotiations between each School's

board of trustees and the Success Charter Network, though a draft term sheet between the parties anticipates that it will be approximately \$1,244 per student, or just shy of 10% of the New York City Department of Education's per pupil expenditure. (As with all management contracts, the Institute will review the contract pursuant to the charter and on behalf of the State University Trustees).

The applicant has found different individuals to serve on the proposed board of trustees of each School whose backgrounds and expertise reflect a variety of talents and skills. Based on conversations with these proposed trustees, they appear to clearly understand the roles and responsibilities of a board of trustees and have the ability to ensure the appropriate and effective operation of the proposed charter schools, including providing appropriate oversight not only over each School's Principal and leadership team, but Success Charter Network as well. Each board of trustees has made clear its ability to oversee the Success Charter Network, including negotiating the services contract with Success Charter Network and overseeing its implementation. The proposed initial members of each board of trustees are set forth below.

#### Harlem Success Academy Charter School 6

1. *Steven Galbraith* (proposed chairperson) – Limited Partner at Maverick Capital; board member at Harlem Success Academy 2 and KIPP Infinity; East Harlem tutorial program; National Constitution Center; Columbia University; Darien Library; financial services, strategic planning and education reform;
2. *Elizabeth Ling* – Senior Analyst (Bank Examiner) in the Bank Supervision Group of the Federal Reserve Bank of New York; trustee of the original Harlem Success Academy (serves on Finance and Audit Committee); member of two foreign affairs associations; the Women's Foreign Policy Group and Network 20/20; financial services and strategic planning.
3. *John Lee* – Associate Professor and Vice Chair, Fordham University Graduate School of Education, Educational Leadership, Administration and Policy; former Superintendent of Queens High Schools District; High School Principals Association, Executive Board; Association of New York Superintendents; extensive expertise in education, specifically the New York City Department of Education (NYCDOE).
4. *Sidney Hawkins-Gargiulo* – Hawkshaw Capital Management; Columbia Business School; board member of New Leaders for New Schools (New York City) and Education Reform Now (ERN); member of 100 Women in Hedge Funds; member of The Forte Foundation; financial services and education reform.
5. *John Gargiulo* – Digree Ventures L.L.C.; founder of growing restaurant chain called Swich Pressed Sandwiches; award-winning advertising writer; start-up experience, strategic planning and education reform.
6. *Randy Collins* – Director, Hunter College Campus schools; headmaster of Davidson Day Schools; elementary principal, director of elementary education, coordinator for gifted and talented programs for Onteora School District.
7. *Michael Weinraub* – Lecturer, Pace University School of Education; writer for Oxford University Press; Program Director for Teach for America; Trainer for Estrellita Beginning Spanish Reading Program; Literacy Consultant for Teach for America; corp member and teacher for Teach for America; B.A. Binghamton University; M.A. Hunter College.

8. *Vinit Sethi* – Partner and Director of Research at Greenlight Capital. Previously worked at Chartwell Investments and Lazard Freres & Co. Graduated summa cum laude from the University of Pennsylvania in 1995.
9. One seat held by a parent representative (of a student enrolled at the school).

#### Harlem Success Academy Charter School 7

1. *Robert Refkin* (proposed chairperson) – Vice President at Goldman Sachs; Columbia University, Business School; serves on boards of Summer Search Foundation, National Foundation for Teaching Entrepreneurship, and Citizens Committee for New York City; finance and management.
2. *Nicole Agnew* – Vice President at Goldman Sachs; Harvard University; board member of Sensus Metering Systems; private equity investments.
3. *Shaun Gordon* – Managing Director, Ascend S.A. (global investment consultant); Stern School of Business, New York University; education reform, capital management.
4. *Jake Hoffman* – Mimran Schur Pictures, Actor; education reform.
5. *Jonathan Keidan* – Senior Associate at McKinsey & Company; Washington University; Columbia Business School; former founder and CEO of Keidan Management; board member of Gershwin Family Trust; experience with fundraising in entertainment industry.
6. *Michael Naft* – General Counsel and Chief Compliance Officer, Treesdale partners L.L.C; Emory University; Harvard Law School; legal and financial expertise.
7. *John Rowan* – Vice President at Goldman Sachs; Columbia University; Board of Directors of Sprint Industrial L.L.C. and First Aviation Services, Inc.; teacher for Workshop in Business Opportunities (WIBO).
8. *Kelli Coleman* – Vice President of Business Development, GlobalHue (advertising and marketing agency); President of Cutting Edge Production; President of the Juniro Board for Boys Hope Girls Hope Detroit; business development.
9. *Ellen Gustafson* – President and co-founder of the FEED Foundation, Inc.; Board of Advisors member at Doc to Dock, Inc.; Columbia University; pursuing a Master’s degree at New York University; media relations.
10. *Alexander Kassan* – Senior Associate at Dune Capital Management; University of Michigan; Columbia Business School; private equity investments.
11. *Eloise Muzinich* – fourth year students at Yale Medical School; Rudin scholar at the Center on Medicine as a Profession at Columbia University; Harvard University; board member of Orphans of Rwanda.
12. *Jemina Bernard* – Executive Director, Teach for America in New York City; New York City Department of Education; Yale University; Columbia Business School; consulting, education.
13. *Susan Kreisman* – Principal, Manhattan Hunter Science High School.
14. One seat held by a parent representative (of a student enrolled at the school).

The proposed school boards and the Success Charter Network are working with the NYCDOE to determine which existing public school buildings in Community School Districts 3, 4 or 5 would be most effective for the proposed Schools. The applications to establish the Harlem Success Academy

Charter Schools 6 and 7 each include a letter from the NYCDOE indicating its commitment to identifying public school space for the Schools, if approved.

The fiscal impact of each School on its district of residence, the New York City School District, will be negligible and is summarized below.

<b>Number of Students</b>	<b>Per Pupil Aid</b>	<b>Total Dollars to Charter School from NYCDOE</b>	<b>Total Budget for NYCDOE ( in billions)</b>	<b>% of Total Budget</b>
184 (2010-11 School Year- year 1)	<b>\$12,443</b>	<b>\$2,537,753</b>	<b>17.3</b>	<b>0.015%</b>
561 (2014-15School Year - year 5)	<b>\$14,557</b>	<b>\$8,498,244</b>	<b>19.9</b>	<b>0.043%</b>

The calculations conservatively assume that there will be a modest (4%) increase in per pupil aid over the life of the proposed charter schools starting in 2011-2012, with 2010-2011 remaining flat in relation to 2009-2010. The Institute’s calculations do not account for federal Title I funds or any federal or state grants that may be provided by the district and received by the School. However, each school has provided budget calculations accounting for federal Title I funds, grant revenue, or other funds provided by the district and to be received by the School in its application.

The applicant made an assessment that the fiscal impact of each proposed school on nonpublic schools in the same geographic area would be negligible.

The Institute has notified the NYCDOE as well as private schools in the geographic area of the proposed schools and has received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute.)

Evidence of adequate community support to ensure that each proposed charter school would meet its enrollment projections included letters, wait list figures for the currently operating Harlem Success Academy Charter Schools, and numerous petitions. More specifically, the applications included letters from community based organizations (such as the “I Have a Dream Foundation,” The Children’s Aid Society, Tech Saturdays in Harlem, the President of Hunter College, The Council of Urban Professionals, The Armory Foundation, the Police Athletic League, Inc., and Harlem Heritage Tours), as well as from other educators such as the Superintendent of the Archdiocese of New York, the principal of the Mt. Carmel-Holy Rosary School, and the executive director of the Dream Charter School. In addition, Assemblyman Adam Clayton Powell, IV provided a letter of support for the proposed charter schools. Finally, over 500 individuals in the Harlem community signed petitions to express their interest in the creation of additional Harlem Success Charter Schools. Additional evidence of community interest and support is reflected by the 3,600 applications received by the currently operating Harlem Success Academy Charter Schools to fill 475 seats in the 2009-10 school year.

### **Findings**

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings.

1. Each charter school described in its application meets the requirements of Article 56 of the Education Law (as amended) and all other applicable laws, rules, and regulations as reflected in (among other things):
  - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
  - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
  - the inclusion of the proposed by-laws for the operation of each school's board of trustees; and
  - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
2. The applicant for each school has demonstrated the ability to operate each school in an educationally and fiscally sound matter as reflected in (among other things):
  - the provision of an educational program that meets or exceeds the State performance standards;
  - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
  - the student achievement goals articulated by the applicant;
  - an appropriate roster of educational personnel;
  - a sound mission statement;
  - a comprehensive assessment plan;
  - the provision of sound start-up, first-year, and five-year budget plans;
  - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
  - evidence of adequate community support for, and interest in, each charter school sufficient to allow each school to reach its anticipated enrollment; and
  - the inclusion of a description of planned programmatic and independent fiscal audits, with the fiscal audits occurring at least annually.

3. Granting each application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
  - the inclusion of a curriculum document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
  - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
  - the articulation of strategies to amend and differentiate instruction where assessment data indicates such need;
  - the staffing of classes with two adults, including high-quality teachers to allow for more concentrated, focused and differentiated instruction;
  - the inclusion of significant opportunities for professional development of the school’s instructional staff throughout the year;
  - daily extended blocks of time scheduled for literacy and mathematics, and two teachers in every classroom;
  - the inclusion of “learning labs” as part of the school’s daily schedule to provide remediation in mathematics and literacy, as well as enrichment opportunities for students as appropriate;
  - an organizational structure that supports the principal in functioning as a true instructional leader; and
  - a commitment to providing an educational program focused on outcomes, not inputs.

### **Conclusion and Recommendations**

Based on its review and findings, the Charter Schools Institute recommends that the Board of Trustees of the State University of New York approve the applications for the Harlem Success Academy Charter Schools 6 and 7, each to open in Harlem in August of 2010.

# Harlem Success Academy Charter Schools 6 and 7

## Basic Identification Information

Lead Applicant:	Eva Moskowitz
Management Co.:	Success Charter Network. Inc.
Other Partners:	None
Location (District):	Harlem (Manhattan)/NYC DOE CSD 3, 4 or 5/Region 10
Student Pop./Grades:	180 Dev K – 1st grade students; expanding to 557 students grades Dev K –5th grade
Opening Date:	August 2010

## School District of Proposed Location Profile

New York City School District 5			
Enrollment (2007-08):		13,228	
Percent (2007-08):		2%	
White:		59%	
African-American:		37%	
Hispanic:		2%	
Asian, Other:			
Percent Participating in Federal Lunch Program (2007-08):		78%	
Percent Proficient on State Exams (2008-09)			
English Language Arts		Mathematics	
Grade	Percent Proficient	Grade	Percent Proficient
3	56.0	3	81.6
4	53.5	4	68.6
5	62.8	5	75.5
6	71.3	6	72.7
7	64.9	7	73.8
8	45.6	8	60.8

Source: demographic data is from the New York State Accountability and Overview Report 2007-08; test data are from the 2008-09 results released on the State Education Department website.