



Board of Directors Meeting

October 25, 2016 • 2:30pm – 5:30pm MST
DSST: Byers Middle School, Room 101

150 S. Pearl Street, Denver, CO 80209

core values

Respect: Appreciating the value of a person or an object through your words, actions and attitude - treating people appropriately with common courtesy.

Responsibility: Able to be trusted and or depended upon to complete tasks, follow directions and own up to your actions.

Integrity: Being truthful, fair and trustworthy in your words and actions - doing as you say and saying as you do.

Courage: Possessing confidence and resolve to take risks and make right decisions in the face of pressure and adverse or unfamiliar circumstances.

Curiosity: Eager to learn, explore and question things to gain a deeper understanding.

Doing Your Best: Putting your best effort into everything you do.

Dial in: 303-524-6302 • PIN: 8675309

Username: **wireless-guest-101**

Password: **rzzvaDqv**

- Configure your laptop to connect to the DSST-GUEST wireless network.
- This network is set to broadcast. No security settings need to be changed for the network.
- Open your web browser. You will automatically be redirected to the DSST login page.
- Enter the username and password provided above
- Usernames and passwords are CASE SENSITIVE

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I. Welcome

DSST PUBLIC SCHOOLS

Board of Directors Meeting – October 25, 2016

<u>I. Welcome (25)</u> <ul style="list-style-type: none"> • Board Chair Welcome (5) • School Update (Brad White) • Public Comment (if needed) 		Q and A	Steve H.	2:30
<u>II. Approval Items (10)</u> <ul style="list-style-type: none"> • Approval of Meeting Minutes • Approval of Committee Charters 		Approval Approval Approval	Steve H. Steve H	2:55
<u>III. Discussion (90)</u> <ul style="list-style-type: none"> • Results Overview (25) • Strategic Planning – Discussion (50) • Cole update (15) 		Information/Discussion	Bill	3:05
<u>IV. Reports (35)</u> <ul style="list-style-type: none"> • Home Office (15) • Executive Committee/Chair • Education & Information Technology Committee • Finance & Operations Committee • Audit Committee • Advancement Committee • Nominating and Governance • New Business 	Pg. 14 Pg. 25 Pg. 38	Information Information Information Information Information Information Information	Bill Steve H. Alex Peter F Peter F Sean Justin	4:35
<u>V. Executive Session (25)</u> <ul style="list-style-type: none"> • Negotiations with DPS 			Bill	5:10
<u>V. Adjourn</u>			Steve H.	5:35



II. Approval Items

- **Minutes from the September 22, 2016 DSST Public Schools Board Meeting**

MINUTES

DSST Public Schools Board Meeting
September 22, 2016
DSST: College View High School, Room 245

Meeting Called to Order: 2:37 p.m.

Board Members Present:

Alex Hernandez
Deborah McGriff*
Glenn Russo
Gloria Zamora
Justin Jaschke
Matthew Schnittman
Nate Easley
Patrick O'Keefe
Peter Fritzing*
Sean VanBerschoot*
Steve Halstedt
Teresa Berryman

*Attended via conference call

Parent Present: None

Board Members Absent: Dan Wilkerson, Dwight Jones, George Sparks, Regina Rodriguez

DSST Staff Present: Adeel Kahn, Bill Kurtz, Denise Queen, Heather Lamm, Katie Glenn, Lisa Richardson, Scott Walker

Other Attendees: Caroline Gaudiani

DPS Staff Present: Maya Lagana

Welcome

Mr. Halstedt welcomed everyone to the meeting.

School Director Q&A: Lisa Richardson, DSST: Henry Middle School. Ms. Richardson provided a brief update on Henry Middle School and then proceeded to have a Q&A with the board. Ms. Richardson left the meeting at the conclusion of the Q&A. Adeel Kahn was also present for the beginning of the meeting. Mr. Kahn is the Interim School Director at DSST: College View High School. Mr. Kurtz briefly introduced Mr. Kahn and provided a quick overview of College View High School's data results. Mr. Kahn left the meeting at the conclusion of the data results overview.

Public Comment: None

Motion to approve previous board meeting minutes, Jaschke

Second: Zamora

Vote: Unanimous Approval

Motion to approve 2016-17 Finance & Operations, Audit, and Nominating & Governance Committee Charters, Berryman

Second: Russo

Unanimous Approval

Motion to approve FY16 audited financials, Easley

Second: Russo

Unanimous Approval

Discussion: Mr. Kurtz presented a PowerPoint on DSST's strategic planning process, core elements, and strategies.

Reports

Mr. Jaschke reported on the Nominating & Governance Committee. He shared that they brought on a new class of board members and have completed one orientation thus far. There will be a second orientation the second week in October. He also shared that the board survey will be going out in the near future. He concluded their report by stating that their committee is continuing to build the board pipeline and are planning on adding 3-5 board members next year.

There weren't any questions or comments on the Home Office report.

There weren't any questions or comments on the Executive Committee report.

Mr. Hernandez reported on the Education and Technology Committee and shared that they will be integrating Bill Durbin (DSST's Chief of Schools) into the academic side of the committee.

There weren't any questions or comments on the Finance & Operations Committee Report.

There weren't any questions or comments on the Audit Committee Report.

The Advancement Committee reported that they are in the process of revamping their charter for the next board meeting in October and will be requesting 1 on 1 meetings with board members. They also provided a brief Slice of Pi update. They announced that this year's Honorees are Kent Thiry and Denise O'leary and the event will take place on April 21st at DSST: Byers.

New Business: None

Executive Session

Mr. Halstedt stated, "I would entertain a motion to go into Executive Session as permitted under the Colorado Revised Statutes section 24-6-402 (4) to the purpose of:

- Pursuant to subsection (e) Determining positions relative to matters that may be subject to negotiations; developing strategy for negotiations; and instructing negotiators; specifically the timing and location of additional schools and campuses.
- CEO evaluation

Motion to go into Executive Session at 4:40pm, Zamora

Second: Russo

Vote: Unanimous approval

Motion to end Executive Session at 5:20pm, Berryman

Second: Jaschke

Vote: Unanimous approval

Motion for adjournment of Board Meeting at 5:20pm, Zamora

Second: Berryman

Vote: Unanimous approval

Respectfully Submitted,

Katie Glenn (note-taker) for Sean VanBerschot, Secretary

- **Committee Charters 2016-17**

Education & Technology Committee Charter 2016-2017

The Education & Technology Committee is responsible for monitoring the educational quality of DSST Public Schools.

The Committee will review significant network-wide academic policies and strategic direction. The Committee will work with the Home Office to provide the Board of Directors with updates that enable the Board to compare the performance of DSST students with local, national and global metrics; track the outcomes of DSST graduates; and act as a thought leader on trends in education. The Committee will also focus on understanding and keeping the Board informed on DSST's use of educational technology and data analytics.

At the school level, the Committee will coordinate with the School Accountability Committees to monitor the performance of student learning at individual campuses.

The Chief of Schools and the Director of Education Technology will serve as the staff liaisons and will participate in meetings of the Committee.

The Committee will at all times be mindful that its role is oversight, not micro-management.

General Long Term Goals

Working with the Home Office, the Education Committee seeks to understand:

1. How DSST students perform compared to their peers in US and global education.
2. The efficacy of the DSST model in addressing various "achievement gaps," including socioeconomic, gender, and racial/ethnic performance gaps among DSST students.
3. How DSST students transition to college and perform and persist once there.
4. How technology enables continuous academic growth and productivity improvement.
5. How data and analytics might accelerate learning at DSST schools.
6. The economic impact and value proposition of a DSST education, including educating the public on DSST educational accomplishments and societal return on investment.
7. The implications of a grade 6-12 academic model, particularly in light of:
 - a. the increasing costs of higher education;
 - b. the improvement in student proficiency at earlier grade levels;
 - c. pressures on parts of the academic model (e.g. internships and college scholarships) due to replication.
8. Educational trends that might impact the DSST model.
9. How to make effective use of DSST School Accountability Committees

Education Committee Fiscal Year 2017 Objectives

1. Work with Home Office, using its tracking system for DSST graduate outcomes and college persistence, to develop and establish an annual outcomes and persistence review with the Board.

2. Work with the Home Office to gain a better understanding of achievement growth (quarterly IAs, ACTs, etc.) and gaps (socio-economic status, entry point, ethnicity, gender, etc.) within the DSST student population and to develop and establish an annual achievement growth and gap review with the Board.
3. Work with Home Office to plan and stage a community "Deep Dive" on analytics and the use of data and technology in the DSST instructional model.
4. Monitor the effectiveness of DSST School Accountability Committees in cooperation with the Nominating and Governance Committee and the Home Office.

Meeting Schedule and Topics

October 4, 2016	Committee charter discussion and approval; Review of 2015-2016 CMAS results; Technology priorities and update for 2016-2017
November 1, 2016	Education priorities and update for 2016-2017; Update on new school report cards; Review School Accountability Committee program; Discuss Edtech Deep Dive for 2016-2017
January 10, 2017	Annual update on College Readiness and Persistence; Initial planning session regarding EdTech Deep dive
March 7, 2017	Review achievement growth and gaps for 2016-2017; Finalize plans for EdTech Deep Dive
April 2017 (TBD)	Education Technology Deep Dive
May 2, 2017	Reserved for key strategic topics
June 6, 2017	Assessment of committee's 2016-17 performance; Set 2017-2018 committee priorities

Meetings will be from 9:00AM to 10:30AM at the DSST Home Office, 2nd Floor Room C-3; call-in number 303-524-6302 PIN 9999#.

Members:

- Alex Hernandez (chair)
- Dwight Jones
- Chris Lozing
- Deborah McGriff
- Rolf Reitzig
- Matthew Schnittman
- Jackie Sullivan
- Sean VanBerschoot
- Scott Wiggins

Staff Liaisons:

- Bill Durbin
- Jake Firman
- Jessica Pallfy

Executive Committee Charter

2016-2017

Charter:

The Executive Committee is responsible for strategic oversight of Board matters. It is comprised of the Board Chair, the Board Vice Chair, and the Chairs of each of the Board Committees as well as the immediate past Board chair. The CEO of DSST is the staff liaison and attends meetings of the Committee.

The Committee will oversee the annual evaluation by the Board of the CEO. It will approve the Management Succession Plan prepared from time to time by Management. The Executive Committee will assign Committee Chairmanships. It will hold Committee Chairs accountable for aligning Committee Charters, Long Term Goals and Annual Objectives with DSST's strategic and operating plans, and for achieving annual goals. The Committee will provide input into the Board agendas and will plan the annual Board retreat. With the Nomination and Governance Committee, the Executive Committee will interview, evaluate and, if appropriate, re-nominate Directors whose terms are expiring. At the discretion of the full Board, the Committee may act between meetings in the Board's stead as regards certain matters specifically delegated to it by the Board.

The Executive Committee will be a resource to the other standing Committees of the Board and will support the Chairs of those Committees in fulfilling their Charters, Long Term Goals and Annual Objectives. It will work with those Committees and with the staff of DSST in fulfilling its own Charter, Goals and Objectives. It will work with Management to support DSST's annual Operating Plan.

General Long Term Goals:

1. Insure that the Board accurately and fairly assesses the performance of the CEO, and holds the CEO accountable for performance.
2. Assure that DSST has an approved Management Succession Plan, which includes interim management and recruiting plans, to deal with the unexpected loss of the CEO. It will work with management to expand succession planning to key executives and managers at both the CMO and school levels.
3. Involve the Board regularly in providing strategic input to Management around critical issues affecting DSST. However, the Board's role is to govern, not manage the organization. Thus strategic and operating plans will be prepared by Management and approved by the Board.
4. Work with the Nominations and Governance Committee to create an excellent, engaged, and diverse non-profit Board in Denver.
5. Create a Board culture of engagement and accountability that supports DSST's core values of respect, responsibility, integrity, courage, curiosity and doing your best.

Executive Committee Fiscal Year 2017 Objectives:

1. Oversee the evaluation of the CEO's performance for Fiscal 2017. Completed by October 2017.
2. Work with Committee Chairs on Membership, Charters, Goals and Objectives aligned with DSST's values, strategy and Operating Plan. Completed by November 2016.
3. Plan, conduct and publish results from the annual Board Retreat, designed to provide strategic input to Committees and Management. Completed by November 2016.
4. Work with management on updating, and approving a Management Succession Plan. Completed by March 2017.
5. With Nominations and Governance interview and evaluate Board members whose terms are expiring. Completed June 2017.

6. Periodically evaluate the performance of each Committee of the Board. Work with Committee Chair and CEO to insure they have resources to succeed. Hold Chairs accountable for results. Completed July 2017
7. Assign or re-confirm Chairs for each Committee for FY2018. Completed by July 2017.
8. Prepare a self-assessment of Executive Committee performance for FY 2016. Completed by July 2017.
9. Conduct regular Executive Committee meetings; set Board agendas at such meetings. Completed by June 2017.
10. Assign Advisory Council members to each Committee Chair for annual contact as personal liaison. Completed by March 2017.

Deliverables:

October 2016	CEO Performance Review and Updated Committee Charters
November 2016	Results from BOD Retreat
March 2017	Management Succession Plan Update and Advisory Council Liaisons
June 2017	Evaluate BOD Members whose terms expire
July 2017	Evaluate Committee Performance and Assign Committee Chairs
July 2017	Self-Assessment of Executive Committee Performance

Meeting Schedule / Key Topics

	Generally two weeks before Board meetings, by telephone.
September 8, 2016	2:00 PM
October 6, 2016	2:00 PM
January 9, 2017	12:00 PM
March 9, 2017	2:00 PM
May 11, 2017	2:00 PM
June 5, 2017	12:00 PM

Members:

- Steve Halstedt (Chair)
- Teresa Berryman (Vice Chair, Finance and Operations)
- Sean VanBerschoot (Advancement)
- Alex Hernandez (Education and Information Technology)
- Justin Jaschke (Nom/Gov)
- Peter Fritzinger (Audit)
- Gloria Zamora (Chair – Elect)

Key Staff:

- Bill Kurtz



IV. Reports



Home Office

a. Academic Team Update

- TCP Placement
- Tri 1 Assessment Finalization
- School Report Card Projections
- Analyzing CMAS data and developing Literacy response
- Developing all instructional leaders on our instructional coaching focus (choosing effective action steps for teachers)
- Preparing for first round of universal Engrade administration & outsourcing printing for assessments
- Planning PD on literacy, math, science, SS, and Spanish focus areas for November C3
- Continued norming on our TE Rubric before mid-year observations
- Developing leaders on effective communication with families of students that have IEPs

b. Advocacy Update

During this past month the Advocacy Team has been focused on supporting Cole MA, initially helping implement new student intervention and support systems and, now, migrating to focus on parent communications and engagement.

Recently, the Advocacy Team joined this year's cohort of Innovate Public Schools Community Organizer Training Program and recently attended the first session. In a few weeks, we will attend the second session of Success Academy's Advocacy Training Program. Together, these two programs will provide DSST with the needed training and guidance that we hope will help advance our own advocacy work here in Denver.

c. College and Alumni Support & STEM Partnerships

DSST's Class of 2016 are settling in at their college campuses. DSST GVR alums hosted GVR seniors at CU Boulder as part of Eship's campus visit with Leeds' Diverse Scholars Program and DSST alums now DU freshmen helped out with a GVR FAFSA night last week.

Additional alums returned to GVR's campus to help lead a visit from Colorado Succeeds. More than 30 members of Colorado Succeeds' Board of Advisors visited DSST: GVR's campus to learn about DSST Eship and internship programs. We are currently working to match a \$150k grant to fund the Eship program. [\(Program description and proposal included below.\)](#)

Our ask of you... Included below is a list of attendees and those from the Colorado Succeeds' Board of Advisors who expressed interested in DSST. **Please follow up with individuals on the list with whom you know and ask them to consider donating to the Eship program.** If individuals are interested, please direct them to Jessica.palffy@scienceandtech.org for next steps.

1.	Adams, Eric - Johnson Financial
2.	Andersen, Ashley - Colorado Succeeds
3.	Arnold, Andy - AWA Ventures
4.	Battani, Sarah - Tradecraft Industries
5.	Brinegar, Tom - PEAK Resources
6.	Casper, John - Hanover Group
7.	Cook, Bryan - Association of General Contractors Colorado
8.	Cooper, Justin - Saunders Construction
9.	Crow, Jason - Holland & Hart
10.	Davis, Andy - Comcast
11.	Dockery, Roy - Swisslog
12.	Foreman, Cory - Entrepreneur
13.	Graft, Mary - Colorado Succeeds
14.	Greeney, Alison - Pairin
15.	Gurard-Levin, Micah - Liberty Global
16.	Hillman, Max - Link Strategy Group
17.	Johnson, Ray - IBM
18.	Kercheval, Charlie - Alpine Bank
19.	Kim, Eunice - Northern Trust
20.	Kolker, Christopher - Christopher Lee Financial
21.	Kuipers, Melissa - Brownstein Hyatt Farber Schreck
22.	Laband, Scott - Colorado Succeeds
23.	Lammers, Michelle - Raytheon
24.	Landers, Jay - Prospective Student
25.	Landers, Jennifer - Jaybird Group
26.	Leonard, Jay - Sherman & Howard
27.	Martin, Kristen - Arrow
28.	McDonald, Maureen - Kaiser Permanente
29.	McFarlen, Patrick - EKS&H
30.	Neely, Marc - UnitedHealthcare
31.	Nelson, Paul - Arrow
32.	Nicholas, Shannon - Colorado Succeeds
33.	Pennick, Joel - JE Dunn
34.	Ragland, Luke - Colorado Succeeds
35.	Risteff, Melissa - Couragion
36.	Schmidt, Ellie - Open Media Foundation
37.	Schulz, Jill - Grant Thornton
38.	Shtern, Sasha - Bath & Granite
39.	Stillier, Brandon - Open Media Foundation
40.	Tokar, Leo - Lockton Companies
41.	VanBerschof, Sean - Prosono
42.	Vochis, Greg - Delta Dental
43.	Walker, Renise - Colorado Workforce Development Center
44.	Wall, Mark - Zurich North America
45.	Wasden, Jeff - Colorado Business Roundtable
46.	Winchester, Ilana - Colorado Succeeds
47.	Woodward, Claire - Grant Thornton

48.	Bontrager, Brandon - Anadarko
49.	Jones, Jennifer - Denver Metro Chamber of Commerce
50.	MacLeod, Kasia - Bank of America
51.	Morgan, Jeremy - Tava Indian Kitchen
52.	Most, Matt - Encana
53.	Nkomo, Wendy - Colorado Technology Association

DSST E-Ship Proposal

**Jeremy Wickenheiser: Founder and Director of Entrepreneurial Studies Program
July, 2016**

Program Summary:

DSST E-Ship supports students in the development of an entrepreneurial mindset where they are both inspired and empowered to identify and solve problems in a rapidly changing world. Students learn how to overcome obstacles, use technology as a tool, assume social responsibility, and develop a greater sense of self and purpose. Ultimately, this prepares students for a world that increasingly values problem solving, critical thinking, and strength of character over acquisition of content knowledge.

Problem:

I would argue that today the world is changing faster than at any point in history and it is critical that our education system prepares today's youth to actively engage in the innovation economy. This requires youth to be creative, resourceful, and self-directed learners.

In the United States, today's K-12 education system still predominantly adheres to a standardized education model adopted over a century ago. As a result, the education system undervalues what many might refer to as "non-cognitive" or "soft" skills and overvalues rote memorization and compliance.

If schools are truly designed to prepare students for success in college and career, the structures and systems of schools need to align to those of career. In a 2010 IBM poll of over 1,500 CEOs the top three leadership traits identified included: creativity, integrity, and global thinking. Unfortunately, in a 2010 study from the College of William & Mary, it was reported that results of creativity tests given at schools in the United States had begun to decline in 1990- and they continue to do so. Schools today are creating a talent pipeline that is unemployable. Experts project that by 2020, 74% of jobs in Colorado will require postsecondary education/training. We are currently not on track to fill these jobs with students from Colorado. It is unjust for Colorado's education system to fail to provide students with the necessary skills to engage in these careers. Not to mention, without a qualified talent pipeline the economic growth currently being realized in Colorado will not be sustainable.

Additionally, the Gallup Student Poll, which was published in 2013, shows that 45% of students in grades 5-12 reported a desire to start their own business at some point in the future. Yet, only 5% of these students reported spending more than one hour in the previous week working, interning, or being exposed to a real business. School can be an opportunity for students to not only learn the skills to actively participate in the innovation economy, but schools can also foster the next generation of leaders and CEOs.

Solution:

Our Entrepreneurial Studies program is designed to provide an opportunity for students to ask and answer two questions. First, "Who am I?" and secondly, "How will I create impact in the world?" We seek to inspire students and instill within them the confidence to begin identifying and solving problems in the world. Students are provided with the opportunity to work on real world problems that matter to them, while also being provided with an opportunity to present their solutions to a meaningful audience.

We have currently designed and implemented a number of different program models ranging from weekend events to a course during the school day to a summer experience abroad.

Our "startup style weekend" is an immersive experience where, over the course of the weekend, students pitch ideas, form teams, learn the process of evidence-based entrepreneurship, develop a minimum viable product,

conduct interviews, and ultimately pitch their solution to a panel of judges. Student teams receive guidance and mentorship from founders, CEOs, and employees from leading companies in the Denver metro area.

Our two trimester intensive course is an immersive team-based, real world learning experience that challenges students to solve existing problems for startups in the Denver metro area and then launch their own ventures. Both portions of the course require students to develop hypotheses, get out of the school building to conduct research and interviews, as well as validate both the problem and all blocks of the business model canvas. In the first half of the course, student teams pitch their solutions to the company's executive team. In the second half of the course, students present their ventures to the startup community.

In collaboration with the Global Livingston Institute (GLI), students also have had the opportunity to travel to Uganda and Rwanda to work with, and learn from, social entrepreneurs and community leaders. In the summer of 2015, our students collaborated with SPOUTS of Water, a Uganda social enterprise that manufactures ceramic water filters, to design and teach a clear water and hygiene curriculum to students in Denver and Uganda. The finalized curriculum has been used to educate over 5,000 students in Uganda since our students returned to the U.S. in July of 2015. Through these types of experiences, students reflect on their own leadership capacities and their place in the world, while also creating real, tangible impact. We also have built the requisite partnerships with different startups and organization that allow our students to team up with students in East Africa to solve some of the most challenging social problems of our time.

We are now in the process of creating an entrepreneurship pathway at our Green Valley Ranch campus that will consist of 8th, 9th, and 12th grade courses in addition to "startup style weekends" and summer travel experiences. In the fall of 2017-18, we will expand this program from the GVR campus to one additional campus in our network. Lastly, over the next year we will create an open source curriculum and document our different program models so that these lessons learned can be shared both internally with DSST educators as well as educators globally.

Impact:

This program is designed to address many skills and topics including, but not limited to, the following:

- Critical thinking
- Collaboration
- Creativity
- Communication
- Action orientation

It is our belief that this fusion of academic content and skills in the context of solving real world problems will also result in increased engagement in school and students who are ultimately college and career ready.

Traction:

We launched our pilot 10-week after school entrepreneurship course with the support of Startup Colorado in the spring of 2014. We had 25 students participate in this initial pilot, which culminated in a pitch competition between our high school and our Stapleton campus. The student teams from our campus earned the top three places in the competition. The success of this pilot led me to explore different models to innovate education.

In the summer of 2014, I designed and executed a six-week long physics, engineering, and entrepreneurship course as part of the Colorado Rocky Mountain School's (HS)₂ summer program with 12 students. These students were ultimately challenged to identify a problem, create a solution, and present this solution to a panel of judges.

In the fall of 2014, we conducted our first “startup style weekend” with 28 participants from one high school. Since then, we have run four additional weekend events within our network of schools. These weekend events serve as an introduction to entrepreneurship. A number of student teams have used this weekend to launch on-going projects- including one team that has filed their LLC paperwork and is currently working on their patent application.

In the fall of 2014, we also launched our intensive 12th grade course with 12 students. These students consulted with one local startup company and then developed and pitched three different ventures. In the 2015-16 school year, 14 students enrolled in the course (The course is capped at 14 due to transportation limitations). We continue to see demand greatly exceed the capacity of the course. These students worked with two local startup companies and are in the process of developing and pitching four different ventures.

Since launching our first pilot in the spring of 2014, over 150 students have been involved in E-Ship programming with student participants coming from all grade levels, 9th through 12th, and all academic backgrounds.

Associated Costs for 2016-17:

This fall, we are scaling our program to include courses in 8th and 9th grade on the Green Valley Ranch campus, which will allow us to work directly with over 250 students next year and test a full 6-12th grade campus model. To support the scaling of our program on the GVR campus this fall, we will require \$118,700. We will also create an open source curriculum that can be shared with educators around the world.

Costs associated with this expansion include:

\$71,000 = salary for program director. This fall our team will be growing from one to four team members on the GVR campus. To support the expansion of the program, it is critical that we continue to develop our curriculum while also collaborating with both the higher education and business communities. Both the middle school and high school facilitator’s salaries are covered by the school’s existing budget. The salary for the apprentice teacher is covered through the network budget.

\$19,500 = classroom redesign. Two classrooms will be reconfigured from spaces that support traditional lecture based instruction, to spaces that encourage active and collaborative learning. This includes tables and chairs that allow the room to be rapidly rearranged for different types of instruction.

\$9,900 = rapid prototyping equipment. Students will learn how to create both physical and digital prototypes of their ideas. Students will learn how to use a range of techniques and technologies including 3D modeling and printing, graphic design, programming and robotics, as well as video and audio editing to share their ideas with external audiences.

\$7,000 = rapid prototyping consumables. As students prototype their ideas, consumables ranging from basic craft supplies to 3D printer filament are required.

\$800 = software licenses. WeVideo, a cloud based video editing platform, will be used by students in all courses and the course facilitators will have access to Adobe Creative Cloud for additional video, audio, and graphic editing capabilities.

\$3,000 = “startup style weekends”. We will host two “startup style weekend” events for other schools in the DSST network, as well as the greater Denver metro area, in an effort to both inspire and empower additional students to seek and solve problems in the world.

\$2,000 = open source curriculum. We will create a curriculum that documents our different program models including weekend events and courses during the school day. This will also allow us to create training materials that can be used

internally to onboard new hires, while also creating workshops for DSST content teachers and educators outside of DSST.

\$2,500 = professional development. This will allow us to train our staff to facilitate these unique courses. As the needs of business and industry constantly change, it is important that our staff are up to date with the necessary information and skills to support students to become college and career ready.

\$3,000 = East Africa scholarships. In partnership with GLI and Thread of Life, our students are currently launching an apparel project. When underway, this project will provide a sustainable source of revenue to help support these trips. However, the overall trip cost is approximately \$3,700 per student. It is essential that we provide scholarship opportunities to ensure that qualified students can access this opportunity regardless of their family's income.

To identify and solve problems in a rapidly changing world, students need the opportunities to participate in this process both at home and abroad. These funds will allow our students to build the necessary skills to move from idea to action. Students will be able to create fully functional prototypes that allow them to engage in an iterative design and creation process which will ultimately prepare them for both college and career.

Associated Costs for Scaling beyond 2016-17:

As we scale our program to additional campuses, this will allow us to transform Denver's talent. Scaling the program to one additional campus in 2016-17, with courses offered in 8th, 9th, and 12th grade, will cost \$138,500. To clarify, this cost supports both the existing programming on the GVR campus as well as the new campus. Scaling the program to a third campus in 2017-18, with the same course offerings, would require \$149,300. Again, this cost supports all three programs- and will directly impact over 750 students across the city.

My Personal Connection:

I founded and direct the Entrepreneurial Studies program at DSST Public Schools, a high-performing charter school network, in Denver, CO. Prior to founding the Entrepreneurial Studies program, I taught multiple subjects, including Physics and AP Biology, for ten years. In 2014, while also teaching AP Biology, I piloted and co-taught a 10-week after school entrepreneurship course with the support of Startup Colorado and multiple founders. That same year, my students achieved a 76% pass rate on the AP Biology test- tied for the highest pass rate in Denver Public Schools. But, while working with the students after school in the entrepreneurship program, I saw a level of engagement and creativity that I did not see in my AP Biology course. This led me to develop a number of different program models ranging from weekend events, similar to Startup Weekends, to courses during the school day and even a summer experience in East Africa in collaboration with the GlobalLivingston Institute.

Supplemental Information:

Videos illustrating some of the different elements of our program can be found [here](#). Also, since self-discovery and reflection are such key components of our work, you can hear an example of one of the student stories created during the senior intensive course [here](#). Here is a link to one of the student team's [final presentations](#) from the senior intensive course. Lastly, here is a link to our recent [big ideas pitch](#) at the Aspen Ideas Festival.

DSST's Class of 2015 is now applying to college... Five students thus far have received funds from DSST's Fly-In Scholarship to visit campuses across the country including Tulane, University of Virginia, and Cornell College among others. The fly-in visits have been transformational for these students and their accompanying parent/guardian. This Scholarship is courtesy of a generous donation from former Board Member Don Kirkpatrick.

d. Communications Update

The Communications and Marketing Team is focused on five primary areas this fall:

- 1) Communication of performance results (SPF, CMS Growth and Proficiency)
- 2) Communication and engagement around our strategic planning process
- 3) Conducting our fall cycle of town halls where all staff has a chance to ask questions and give feedback to CEO
- 4) Student Recruitment - ensuring each campus has a solid plan to recruit for full enrollment in 2017
- 5) Collaborating with other CMOs on issues common to us all - particularly facilities and negotiations with the district

More generally, the Communications and Marketing team is also working on an overall plan to improve the effectiveness of our internal communications as well as the beginning phases of an overall market analysis and branding campaign in conjunction with our strategic planning process.

e. Human Capital Update

First, the Human Capital Team is thrilled to welcome Ashley Wiegner and Rose O'Connell-Marion to the Human Capital Department. Ashley will be our Senior Manager of Performance and Evaluation and Rose will be our Coordinator of Employee Resources. Ashley comes to us from Uncommon Schools in Newark and will be leading on our work with the Teacher Career Pathway. Rose is joining our team from YearUP and will be working on the Employee Resources to support all our staff members and work with substitutes.

The Employee Resources Team is beginning a complete onboarding overhaul by using our new system Greenhouse. They are also preparing to move to a portfolio support model for schools. We think it will be much more sustainable in the long run and allow us to effectively scale moving forward. The Talent Acquisition Team is also excited to bring Greenhouse into our network to support recruitment, hiring, and onboarding. We will work very closely with the Employee Resource side of the team for the system implementation. Applications for 2017-2018 kick off on November 1st! We are excited to begin recruitment and hiring.

f. Operations Update

School Based

- Oct Count Process completed – awaiting official results.
 - All schools on track to targets except for: Cole HS, Byers HS & College View HS

- Anna Lockwood provided full-time Front Office support at Cole MS for the majority of September and is providing 2-3 days / week of support in Oct
- Worked closely with DPS Safety & Security to provide additional security officer support at Cole
- Developing refinements to FO evaluation and coaching tools and expanding to new school-based Director of School Operations piloting at 3 campuses (Byers, Cole, College View)
- Beginning Ops startup planning with Dan Sullivan at DSST: Montbello (campus 8)
- Will engage Ops startup planning for Conservatory Green High School when we have direction on facility placement and a named school leader

Facilities

- Montbello (Campus 8)
 - DPS board placed us art Rachel B Noel facility
 - Currently KIPP & Collegiate Prep share the building
 - KIPP will relocate to a new facility this summer
 - Early indications are that we'll take over KIPPs 2nd floor space, which is just shy of sufficient space for our MS program
 - Long-term plan for overall space use at the building is TBD
- Conservatory Green HS
 - Working with DPS to determine year 1 & long-term placement location
- GVR
 - Working with DPS to explore possibility of adding additional space (additional renovations or portables)
- Byers
 - School's AD (Cassidy Greif) work out field solution for soccer games with Denver Parks & Rec
- Cole Campus
 - DPS Bond includes scope to create a CHSAA soccer field, renovate 3rd floor space and install classroom-level air conditioning
- College View
 - DPS Bond includes scope to construct a cafeteria, play field and additional parking to support the campus
- Conservatory Green MS
 - DPS bond includes scope to add ~6 additional classrooms to be shared between us and High Tech Elementary

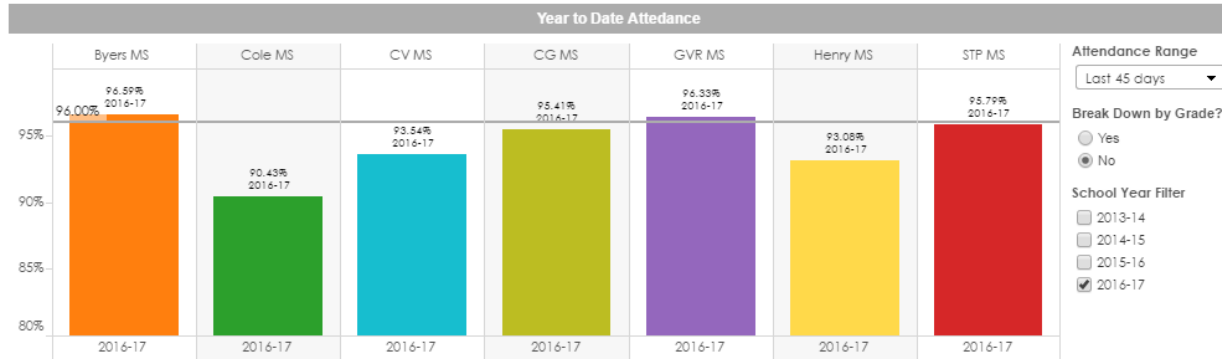
Business Operations:

- Project management support has continued, specifically:
 - Teacher Career Pathway (TCP)—in the midst of some Home Office transition, the Ops team has taken on managing the timeline and communication of TCP, and modifying our TCP evaluation systems (Observations & Peer Reviews)
 - TCP Fall Advisory Surveys Completed
- Compliance & Governance:
 - 6 of 10 school visits have been executed as of 10/17
 - Working with DPS to execute Conservatory Green HS and Montbello (Campus 8) contracts
 - Coordination with DPS on additional process steps at Cole MS to maintain contract term given performance conditions

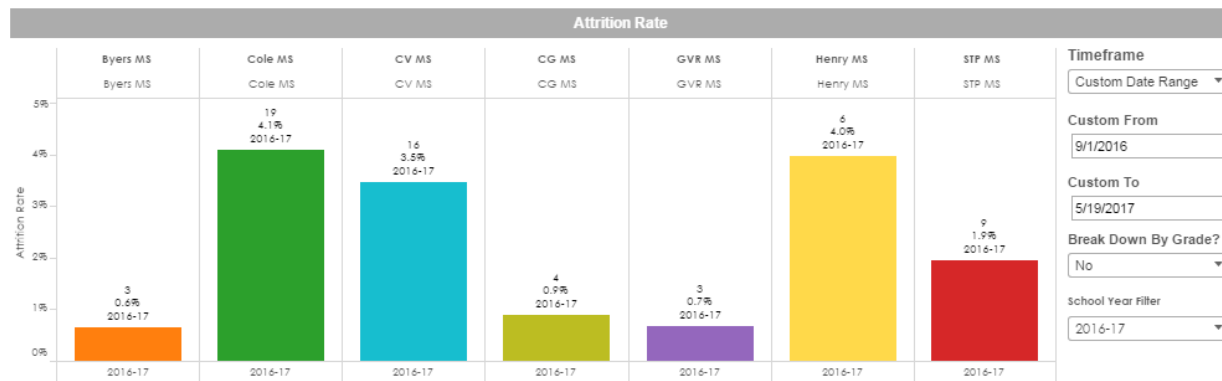
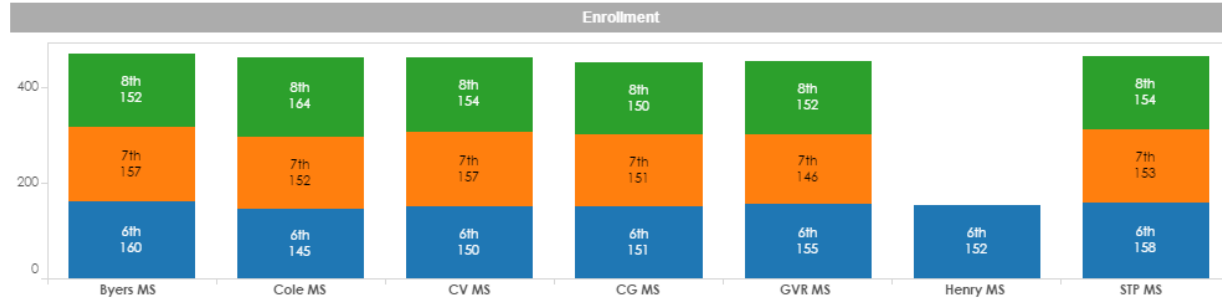
g. Directors Report

Middle School Directors Report

Students
Teachers
Grades



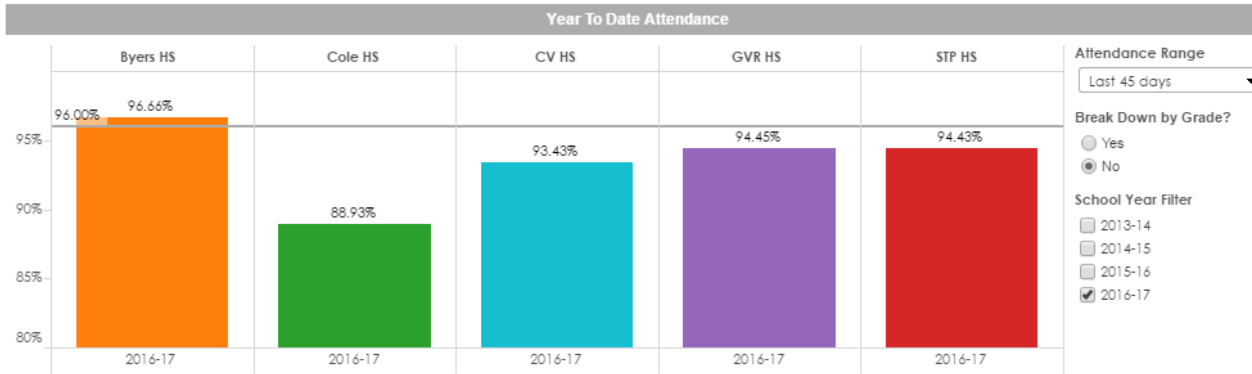
Note: Attendance rates shown may not exactly match Infinite Campus ADA reports. We believe the attendance rate shown here is a more accurate indication of true attendance percentage. Please see Jake Firman for additional details.



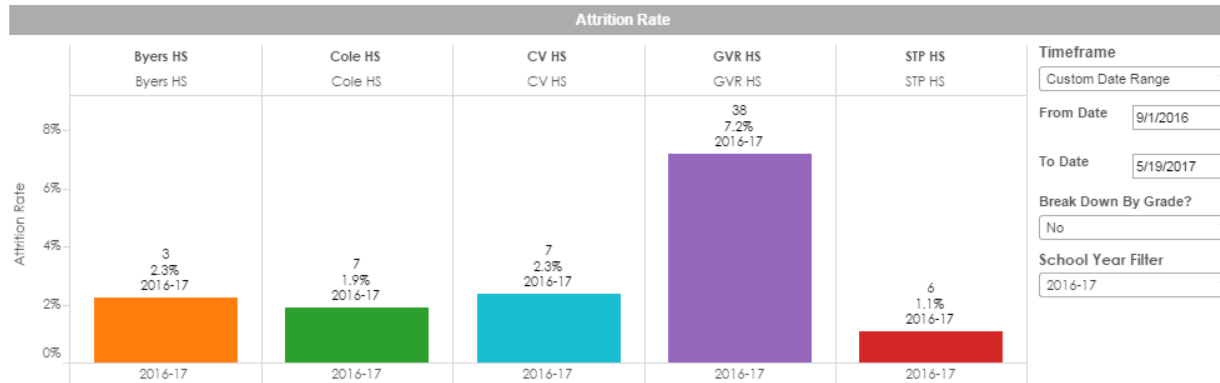
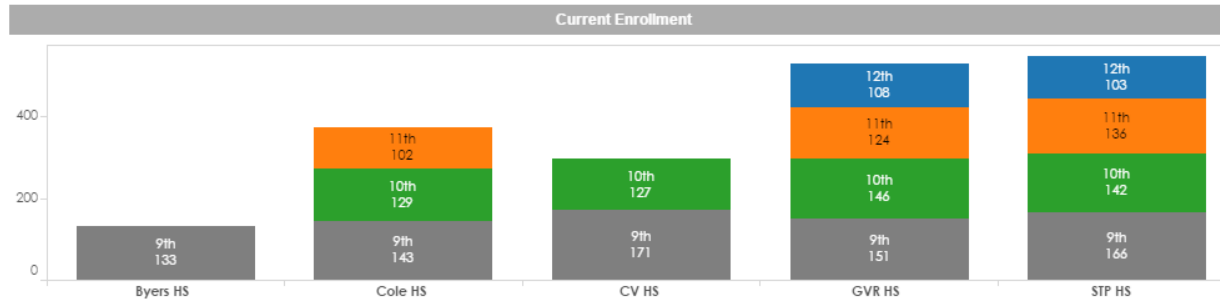
High School Directors Report

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<
Students
Teachers
Grades
>



Note: Attendance rates shown may not exactly match Infinite Campus ADA reports. We believe the attendance rate shown here is a more accurate indication of true attendance percentage. Please see Jake Fiman for additional details.





Finance & Operations Committee

**Finance Committee Meeting Minutes
September 22, 2016 12:30 p.m.**

Committee Goals 2016-2017

1. Review and modify Committee charter - COMPLETE
2. Revamp financial reporting to the Committee and the Board – IN PROCESS
3. Evaluate investment manager, the Investment Policy and cash balances for investment planning
4. Examine long-term financial plan and alignment with Strategic Plan
5. Review the enterprise risk management initiative including insurance coverage

Attendees

Teresa Berryman, Committee Chair
Peter Fritzinger, Committee Member
Glenn Russo, Committee Member
Scott Walker, Chief Operating Officer
Nick Plantan, Director of Finance
Matt Cullen-Meyer, Finance Manager

End of Year Financial Review & New Reporting Format for Board

Matt presented the year-end financial reports in the proposed format for the board. The committee members inquired about various figures in the June 30, 2016 financial statements, which were explained by Matt, Scott and Nick. Committee members provided input on the content and format of the report, which will be considered in next version of the reporting package. The Committee expressed its appreciation of the work on the new reporting format and looks forward to the revision.

Teacher Leadership Institute Finance Presentation

Nick shared the presentation that was provided to the school administration and teachers at each DSST campus. Nick reported that the audience was very receptive and appreciative of the information. There were many good questions at the presentations, which will be summarized and provided to the board when a similar presentation is made at the upcoming board retreat.

DSST Type of Entity for Financial Reporting

Legislation was passed that allows Colorado school boards to contract for operation of multiple charter schools through a single charter school operator. An advantage of this legislation is that it allows for more streamlined contracting and eliminates the need for separate audited financial statements for each school, which is very time consuming and expensive. As a result of this change, Scott is working with the DSST auditors, legal counsel and DPS on how best to report and audit the combined schools and the contracting entity (DSST) going forward.

Facilities Update

Scott gave a report on the status of facilities for each DSST campus including facility challenges, what might be remedied if the bond is passed, and the future facility needs that remain unresolved. The Committee suggested that this report be provided to the board after the bond vote is taken and DPS makes decisions in November on future facilities for DSST. The Committee appreciated the format and content of the report.

DSST PUBLIC SCHOOLS

Financial Report for the Month Ended
August 31, 2016

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Consolidated Statements of Income

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Enrollment

Consolidated Balance Sheets

(in thousands)

	August 31, 2016	June 30, 2016
<i>ASSETS</i>		
Current Assets		
Cash and Cash Equivalents	\$ 28,151	\$ 26,178
Restricted Cash and Cash Equivalents	-	-
Accounts Receivable	327	906
Prepaid PCOPs Credits	8,050	8,050
Promises to Give	4,789	4,839
Prepaid Items	73	141
Total Current Assets	41,389	40,115
Investments	12,615	12,587
Capital Assets Net of Accumulated Depreciation	668	668
Beneficial Interest in Assets Held by Foundation	138	139
Total Assets	\$ 54,809	\$ 53,508
 <i>LIABILITIES AND EQUITY</i>		
Liabilities		
Accounts Payable	(222)	2,902
Deferred Revenue	4,266	337
PCOPS Liability	79	492
Total Liabilities	4,124	3,731
Equity	50,686	49,777
Total Equity	50,686	49,777
Total Liabilities and Equity	\$ 54,809	\$ 53,508

* Balance sheet figures exclude agency funds and fixed assets at the schools.

Consolidated Statements of Income (in thousands)

	Two Months Ended	
	August 31,	
	2016	2015
<i>REVENUES</i>		
Student Revenue	\$ 376	\$ 331
Governmental Revenue	7,062	6,729
Contributions & Grants	255	427
Misc Revenue	44	501
Total Revenues	7,737	7,989
<i>EXPENSES</i>		
Salaries	3,135	3,279
Additional Pay	842	701
Payroll Taxes and Benefits	887	926
Professional Development	196	142
Supplies	229	213
DPS Expenses	1,059	894
Professional Services	210	194
Operating Leases	24	37
Facilities	47	37
Technology	173	107
Misc Expenses	27	85
Total Expenses	6,829	6,615
NET INCOME	\$ 908	\$ 1,374

** Income statement figures exclude inter-fund transfers, agency fund transactions and depreciation at the schools.*

Consolidated Statements of Cash Flow
(in thousands)

	Two Months Ended	
	August 31,	
	2016	2015
<i>OPERATING ACTIVITIES</i>		
Net Income	\$ 908	\$ (605)
Changes in Operating Assets and Liabilities		
Accounts Receivable	579	1,171
Prepaid Expenses	68	880
Promises to Give	50	5,263
Accounts Payable	(3,124)	847
Deferred Revenue	3,930	(168)
PCOPs Liability	(413)	236
Cash Provided by Operations	1,999	7,624
<i>INVESTING ACTIVITIES</i>		
Investments	(27)	(423)
Purchase of Property & Equipment	-	(30)
Cash Provided by Investing	(27)	(453)
Change in Cash and Cash Equivalents	1,972	7,171
Cash and Cash Equivalents, Beginning of Year	26,178	19,007
Cash and Cash Equivalents, End of Year	\$ 28,151	\$ 26,178

Notes to Consolidated Financial Statements

1. School Information

Revenue Variances

- Governmental Revenue variance is primarily due to the difference in DSST-projected enrollment back in the spring versus DPS-projected enrollment over the summer.

Expense Variances

- Budgeted Salaries and the associated Payroll Taxes and Benefits are based on estimates and calculations in the spring, which will be adjusted to reflect actuals in the reset.
- Savings in Home Office Additional Pay are due to lower Team Performance Bonuses.
- Professional Development positive variance is due to the timing of retreat expenses.
- Instructional Supplies are higher due to early timing of textbook and athletic purchases.
- DPS Expense variance is caused by same mechanism noted in Governmental Revenue.
- Facility and Technology variances are due to timing of expenses.

School Statement of Income

	Actuals	Budget	Variance
<i>REVENUES</i>			
Student Revenue	\$ 376	\$ 393	\$ (17)
Governmental Revenue	7,062	7,015	47
Contributions & Grants	2	-	2
Misc Revenue	-	-	-
Total Revenues	7,441	7,409	32
<i>EXPENSES</i>			
Salaries	2,434	2,434	(1)
Additional Pay (School)	153	164	10
Additional Pay (Home Office)	532	568	37
Payroll Taxes and Benefits	737	798	61
Professional Development	68	93	24
Non-Instructional Supplies	25	37	12
Instructional Supplies	148	115	(33)
DPS Expenses	1,059	1,088	29
Professional Services	6	19	13
Fees to CMO	1,221	1,221	-
Operating Leases	9	17	8
Facilities	37	77	41
Technology	8	45	37
Misc Expenses	18	17	(0)
Total Expenses	6,454	6,693	239
<i>NET INCOME</i>	\$ 986	\$ 715	\$ 271

* excludes CMO contributions, school surpluses, expense buffers and Tabor reserves.

2. Home Office Information

Expense Variances

- Salaries variance is due to un-hired, vacant positions.
- Additional Pay variance is due to early payment of academic stipends.
- Professional Services variance is due to temporary employees and the timing of our audit payment.
- Technology variance is due to timing of software and telecommunication costs.

Home Office Statement of Income

	Actuals	Budget	Variance
REVENUES			
Contributions & Grants	\$ 252	\$ 333	\$ (81)
Fees to CMO from Schools	1,221	1,221	0
Misc Revenue	44	50	(7)
Total Revenues	1,517	1,604	(87)
EXPENSES			
Salaries	701	749	49
Additional Pay	157	114	(42)
Payroll Taxes and Benefits	151	154	3
Professional Development	128	132	4
Supplies	56	51	(4)
Professional Services	204	141	(63)
Operating Leases	15	18	3
Facilities	10	5	(5)
Technology	165	98	(66)
Misc Expenses	10	8	(2)
Total Expenses	1,595	1,472	(123)
NET INCOME	\$ (78)	\$ 133	\$ (210)

* excludes CMO contributions and expense buffers.

3. Enrollment

	(1)	(2)	(3)	(4)	(4) - (2)	(4) - (3)
	FY16 Actual	FY17 Target	FY17 Budget	FY17 Estimate	Target Variance	Budget Variance
STP MS	449	450	457	454	4	(3)
STP HS	514	500	520	541	41	21
GVR MS	455	450	453	449	(1)	(4)
GVR HS	516	500	529	530	30	1
Cole MS	439	450	446	461	11	15
Cole HS	278	410	370	374	(36)	4
CV MS	449	450	450	462	12	12
CV HS	139	295	281	298	3	17
Byers MS	442	450	453	462	12	9
Byers HS	-	155	145	133	(22)	(12)
CG MS	298	450	441	453	3	12
Henry MS	-	150	140	148	(2)	8
	3,979	4,710	4,685	4,765	55	80

* excludes center program students.

DSST PUBLIC SCHOOLS

Finance Definitions

- PCOPS** Pension Certificates of Participation—Denver Public Schools (DPS) issued Certificates of Participation to fund Denver Public Schools Retirement System pension plan Unfunded Accrued Actuarial Liability. The cost of paying the certificates is spread over the entire DPS population, including charter schools. Charters are charged a % of salary, currently 9.84%.
- PCOPS CREDITS** In 2013, DSST sold the buildings at the Stapleton campus to DPS. DPS is paying for the assets through a reduction of PCOPS payments from DSST to DPS each year through 2037. The amount of the credit available to DSST varies per year from a low of \$80,000 in years 2027 through 2036 to a high of \$1,230,000 in 2020. DSST has discretion in determining how the credits are allocated among the schools each year. The total amount of the credits through all years is \$13,018,140.
- QZABS** Qualified Zone Academy Bonds—Denver Public Schools issued Qualified Zone Academy Bonds in 2012 to renovate Byers. These bonds allow qualified schools to borrow at nominal interest rates. They require matching funds from a private sector/non-profit partner equal to at least 10% of the cost of the project. DSST provided the match and DPS is sharing in the interest savings through a credit of \$600,000 per year through FY20, \$250,000 in FY21 and none thereafter. The credits are taken as a reduction of facility fee and distributed among DSST schools per DSST discretion.
- PPR** Per Pupil Revenue—State funding providing the bulk of the operating revenue for K-12 education in Colorado. The amount varies with student population (primarily dependent on Free and Reduced Lunch percentage).
- FRL** Free and Reduced Lunch—Students who complete and application and qualify for the Federal Free and Reduced Lunch Program. Often expressed as a percentage of enrollment and used as a benchmark for determining school need.
- Title I** Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides Federal funding as authorized by No Child Left Behind (NCLB). Financial assistance is provided to schools with high

numbers or high percentages (66% in DPS) of children from low-income families to help ensure that all children meet challenging state academic standards. The funds must supplement and not supplant state and local support.

Title II Title II, Part A, of the Elementary and Secondary Education Act (ESEA) provides Federal funding as authorized by No Child Left Behind (NCLB). Financial assistance is provided to increase student achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom. The funds must be supplemental to state and local support.

Title III Title III, Part A, of the Elementary and Secondary Education Act (ESEA) provides federal funding as authorized by No Child Left Behind (NCLB). Financial assistance is provided to help ensure that children who are limited English proficient attain English proficiency and meet the same challenging State academic content and student achievement standards as all children are expected to meet. The funds must be supplemental to state and local support.

ERP/HRIS Enterprise Resource Planning/Human Resource Information System—ERP is defined as the ability to deliver an integrated suite of business applications, ERP tools share a common process and data model, covering broad and deep operational end-to-end processes, such as those found in finance, human resources, and distribution. DSST recently signed a contract with Tyler Technologies to implement a new ERP system-Infinite Visions.

TCP Teacher Career Pathway—DSST's strategy, developed by a collaborative group of teachers, leaders, and staff to develop and retain effective teachers. TCP offers a systematic and coordinated approach to recognizing and developing great teachers as they progress through five career stages (novice, developing, accomplished, lead, and master). Teacher success is measured through student achievement, culture contributions, team (leadership), and instructional practices.

CMO Charter Management Organization—Central administrative functions of running the network (Human Resources, Development, Academic Assessment and Accountability, Finance, Operations, Technology, and Executive functions) are operated through the CMO, frequently referred to as the "Home Office".

SpEd

Special Education—Services provided to students identified as requiring additional support through an Individualized Education Program. Services can be provided through Denver Public Schools or through DSST employees/contractors. Denver Public Schools charges a fee to each charter school for SpEd support.

**Compact
Blue**

Funded by the Bill and Melinda Gates Foundation and fiscally managed by the Denver Public Schools Foundation, Compact Blue is a Peer-to-Peer learning program among Denver Public Schools District run and charter schools. It seeks to increase the number of high-performing schools in Denver and institutionalize structures to support cross-pollination of best practices across all schools, regardless of governance structure.



Advancement Committee

Charter Schools Program Grant Awarded

DSST is thrilled to have been awarded a \$9 million grant from the Department of Education to support network expansion. This grant supports start-up costs at the following nine schools over five years:

2016-17 – Byers High School

2017-18 – Conservatory Green High School, Montbello Middle School, Middle School 9

2018-19 – Middle School 10, Middle School 11

2019-20 – Henry High School

2020-21 – High School 8, High School 9

While we are working with the DoE to get a sense of all of the management and reporting requirements of this grant, please be aware that board participation will likely be a required component.

Colorado Gives Day

This year, Colorado Gives Day is on December 6th. The Development team will work closely with Sean VanBerschot provide the board with resources to make peer-to-peer asks to your network. This is a great time to make your own annual gift to the organization, as ColoradoGives.org will make a partial match towards gifts raised on that day only. As a reminder, you can schedule your gift now to be donated on Colorado Gives Day at cogives.org/dsst.

Slice of Pi Update

DSST has confirmed that the Slice of Pi 2017 honoree will be Kent Thiry, chairman and CEO of DaVita. The event will be held on Friday, April 21st at DSST: Byers.



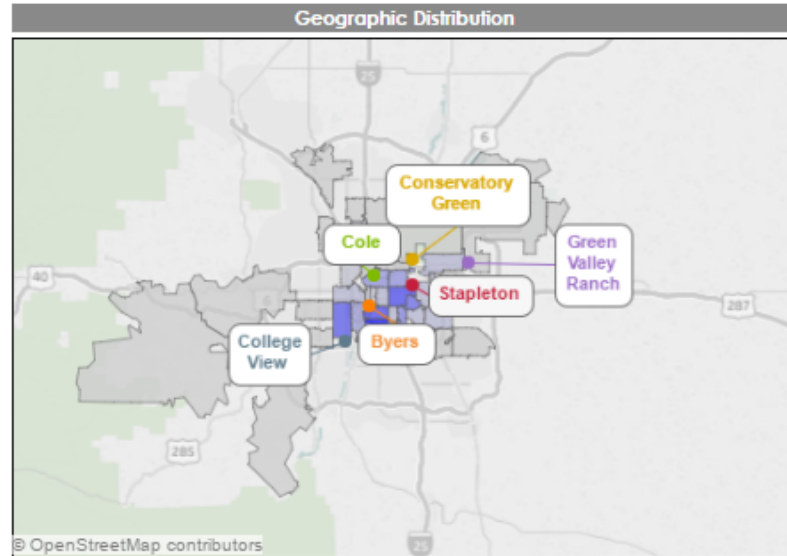
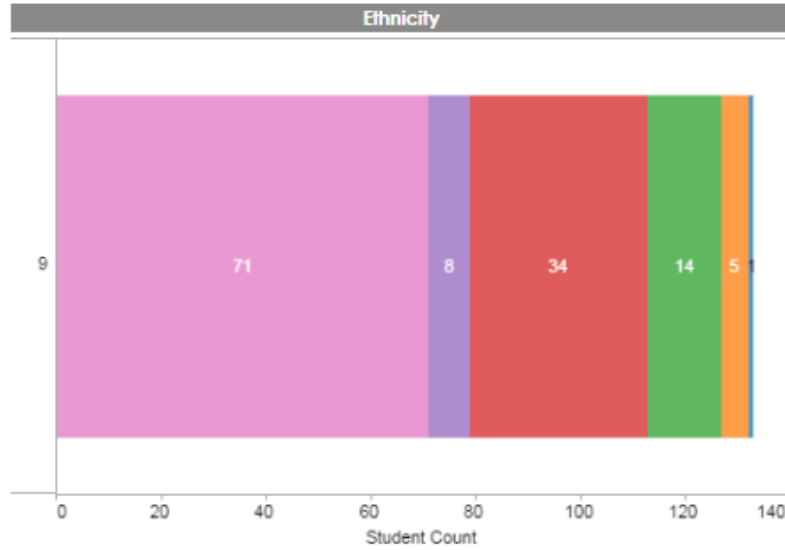
Appendices



School Profiles

BYERS HS

School Profile Dashboard



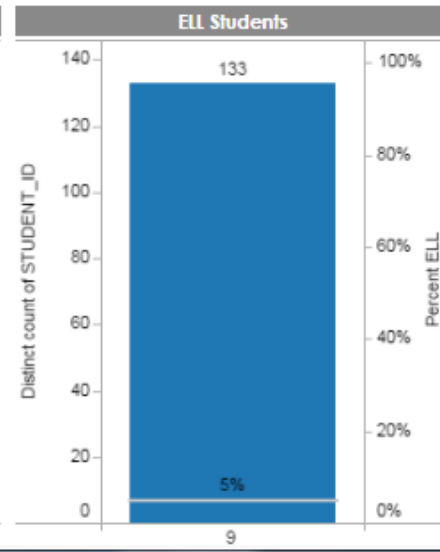
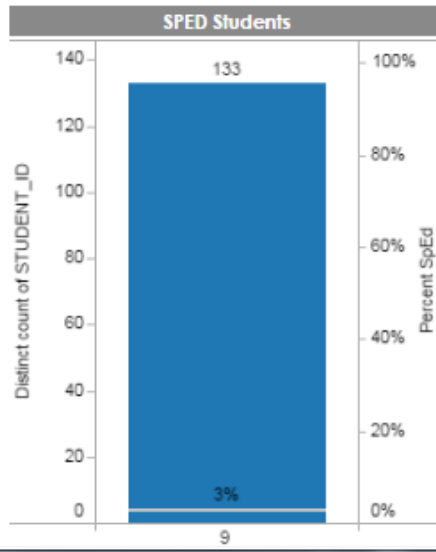
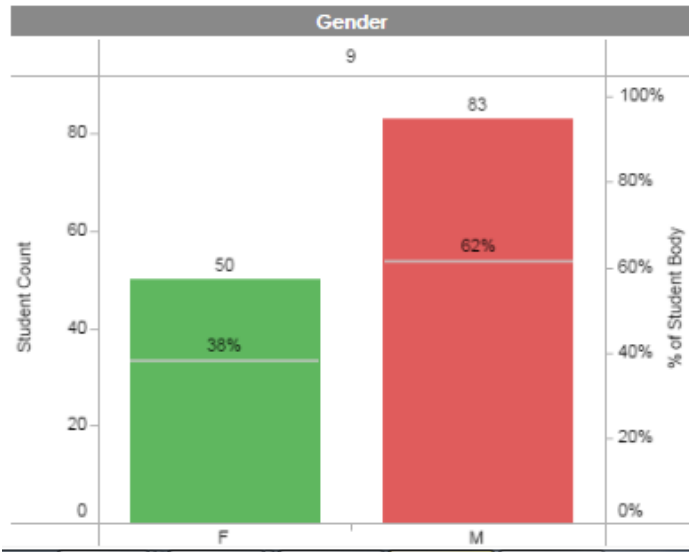
Data Filters

School Selector
Byers HS

Students Active As Of
Today

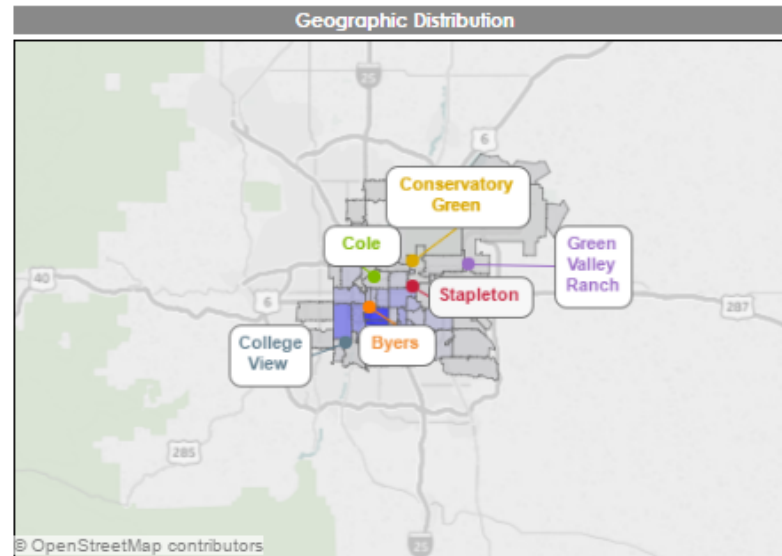
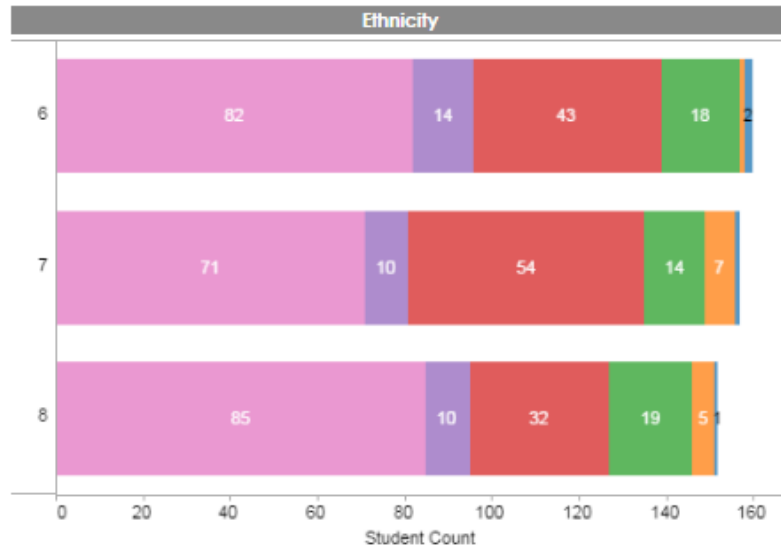
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10/17/2016

- American Indian or Al...
- Asian
- Black (Not Hispanic)
- Hispanic
- Multiple races
- White, not Hispanic



BYERS MS

School Profile Dashboard



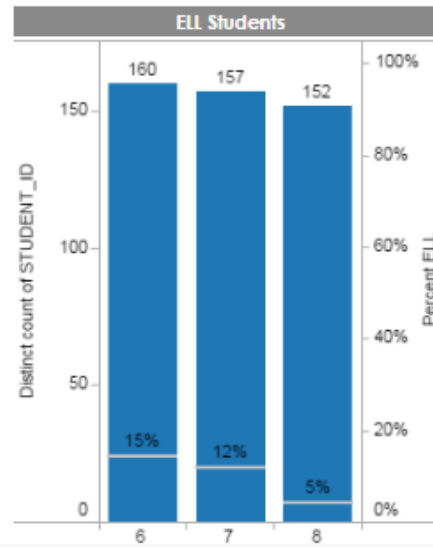
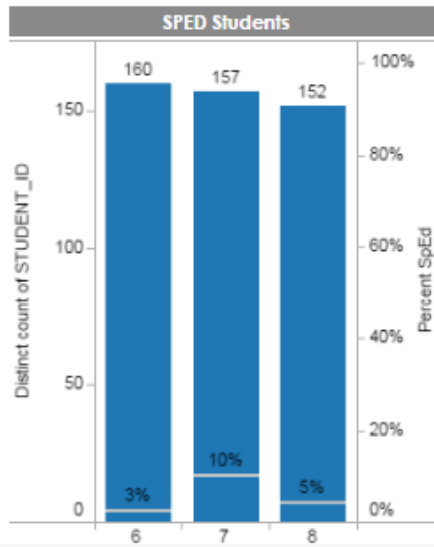
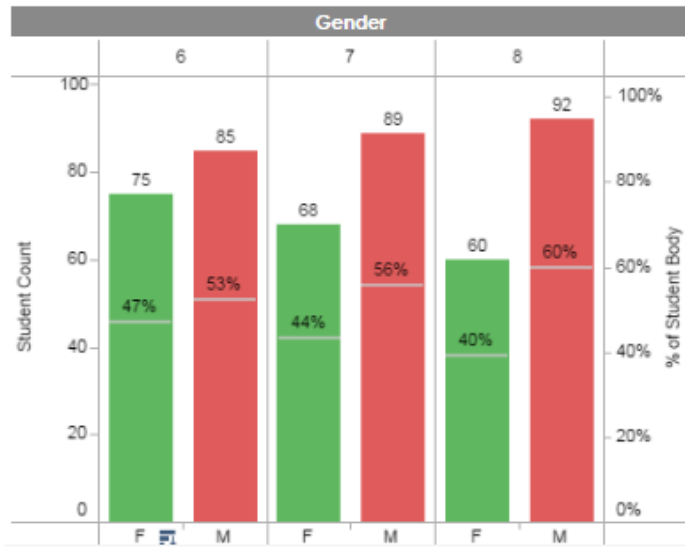
Data Filters

School Selector
Byers MS

Students Active As Of
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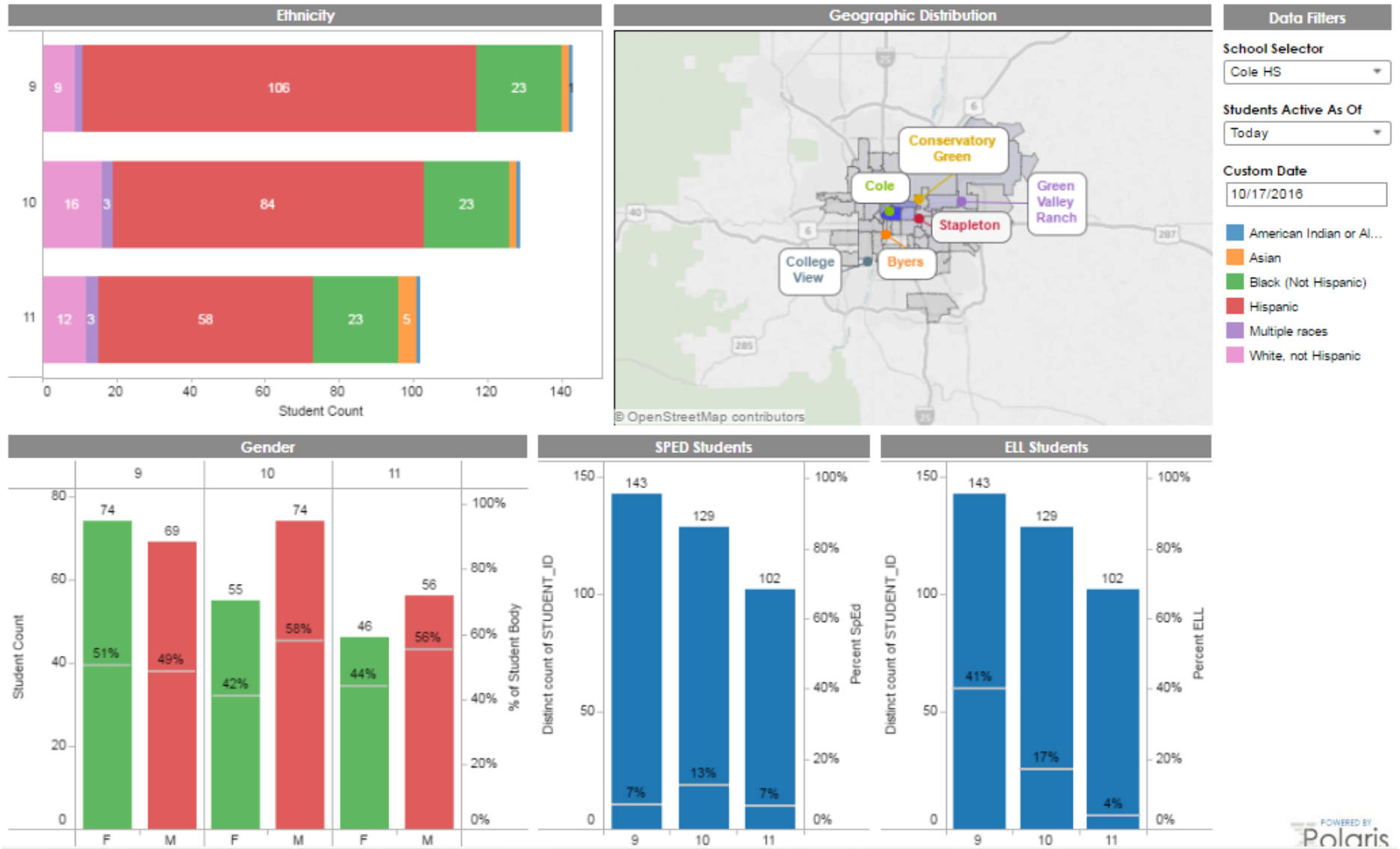
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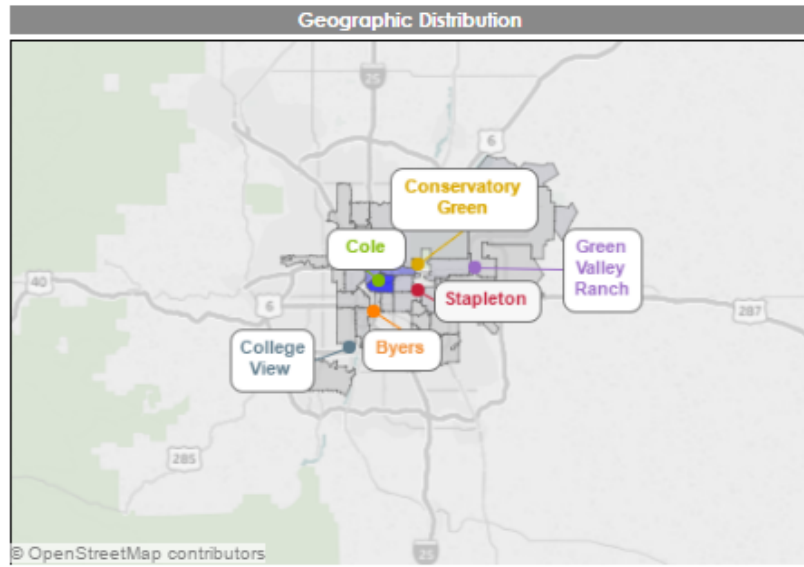
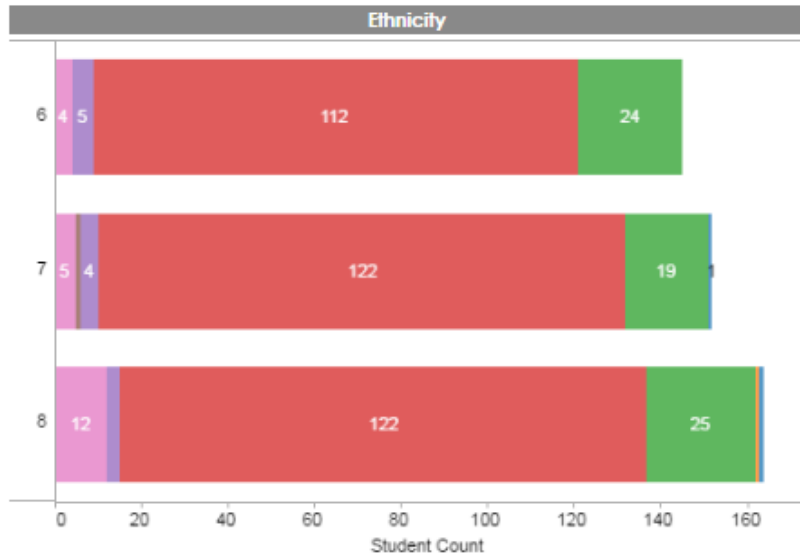
COLE HS

School Profile Dashboard



COLE MS

School Profile Dashboard



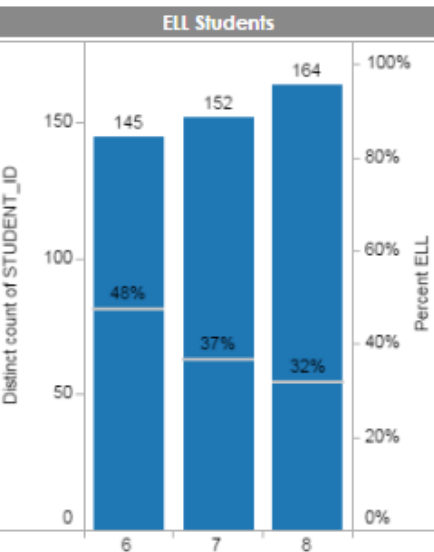
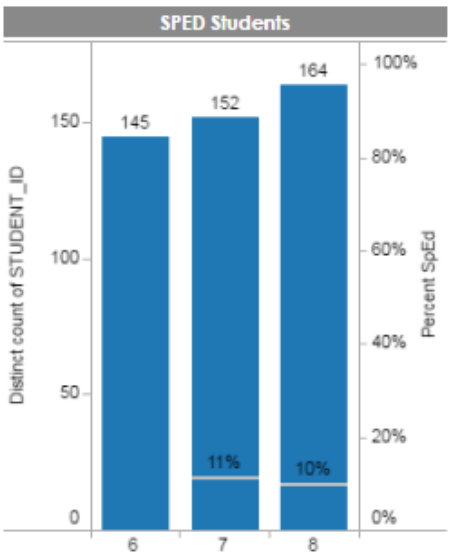
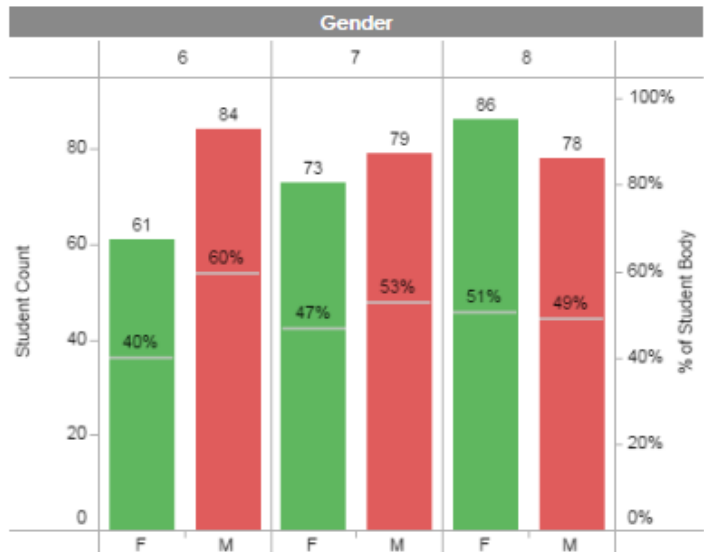
Data Filters

School Selector: Cole MS

Students Active As Of: Today

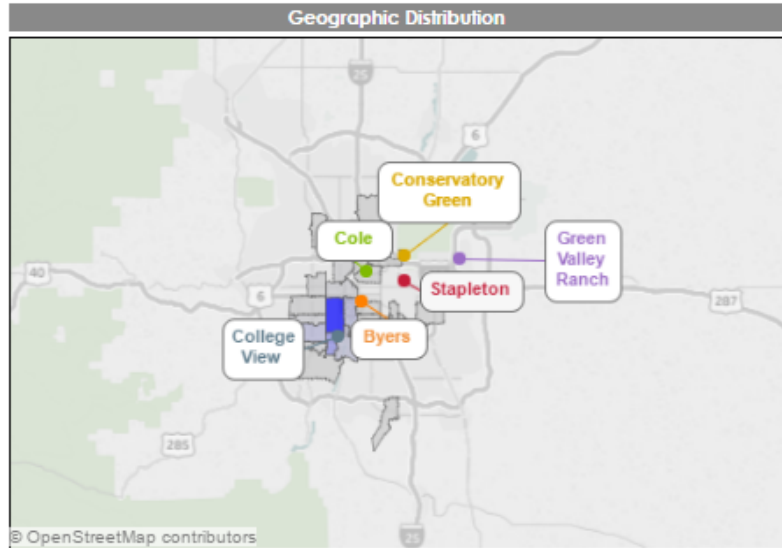
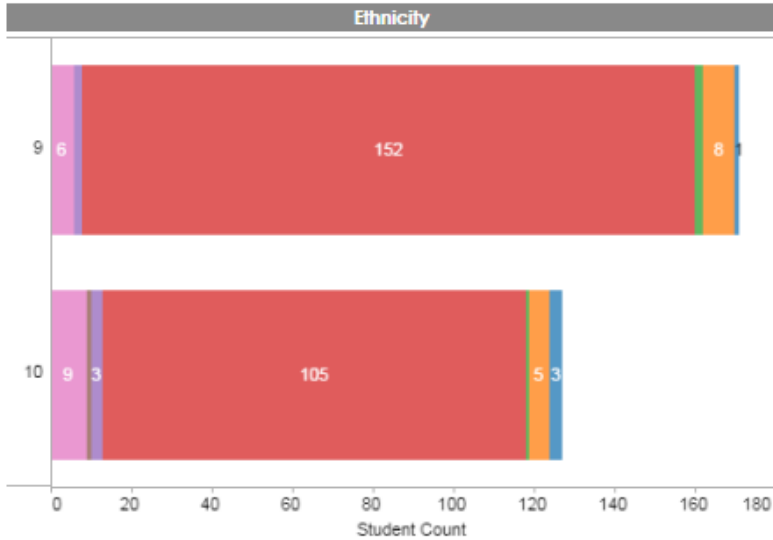
Custom Date: 10/17/2016

- American Indian or Al...
- Asian
- Black (Not Hispanic)
- Hispanic
- Multiple races
- Native Hawaiian or Ot...
- White, not Hispanic



COLLEGE VIEW HS

School Profile Dashboard



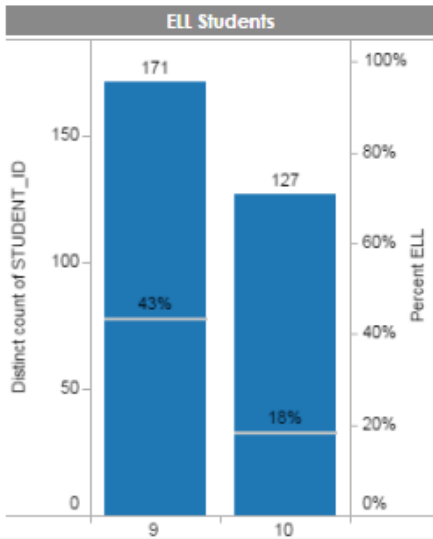
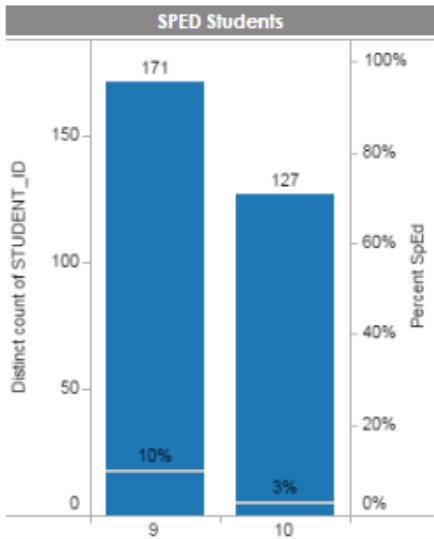
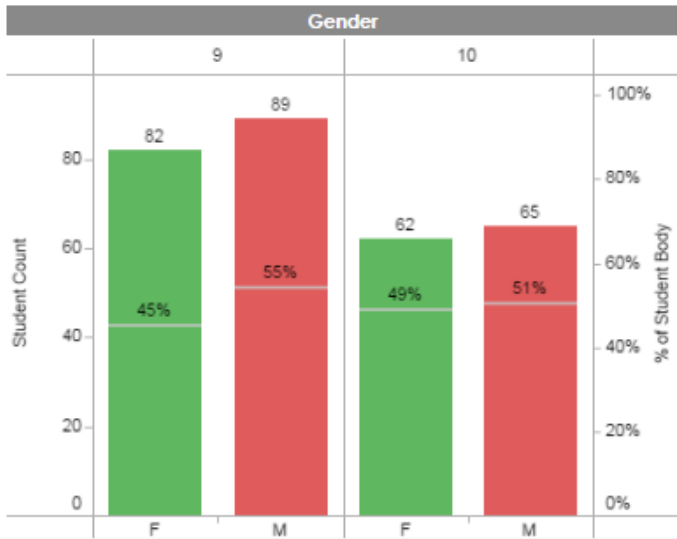
Data Filters

School Selector
College View HS

Students Active As Of
Today

Custom Date
10/17/2016

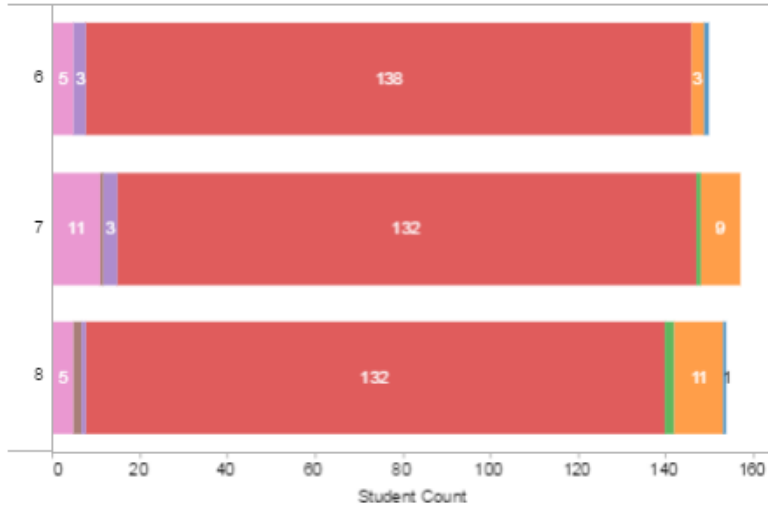
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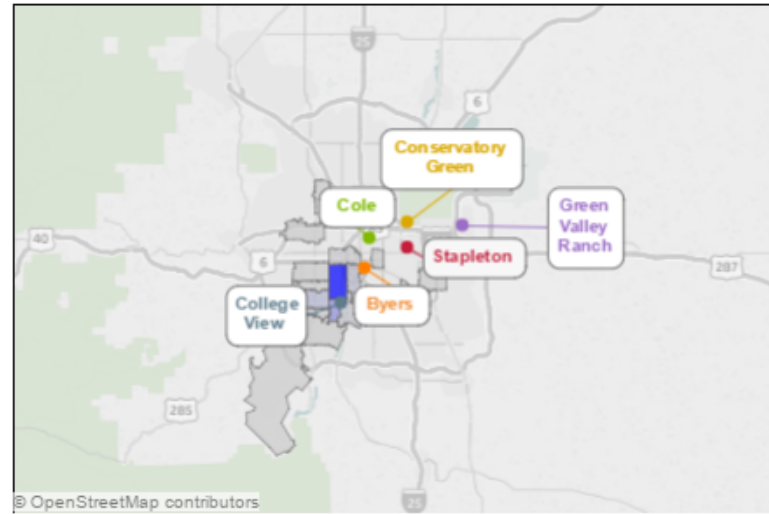
COLLEGE VIEW MS

School Profile Dashboard

Ethnicity



Geographic Distribution



Data Filters

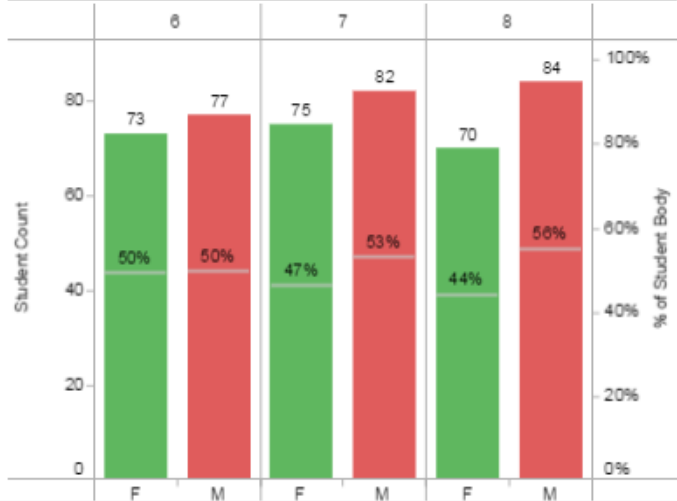
School Selector
College View MS

Students Active As Of
Today

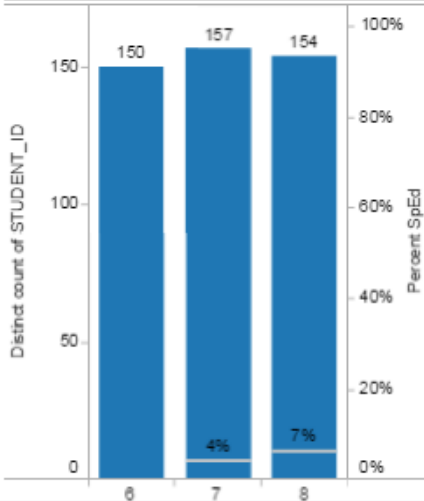
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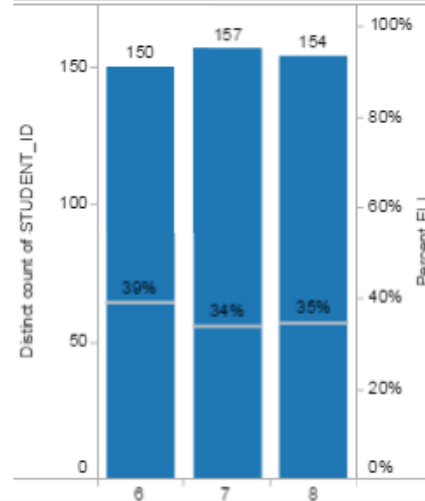
Gender



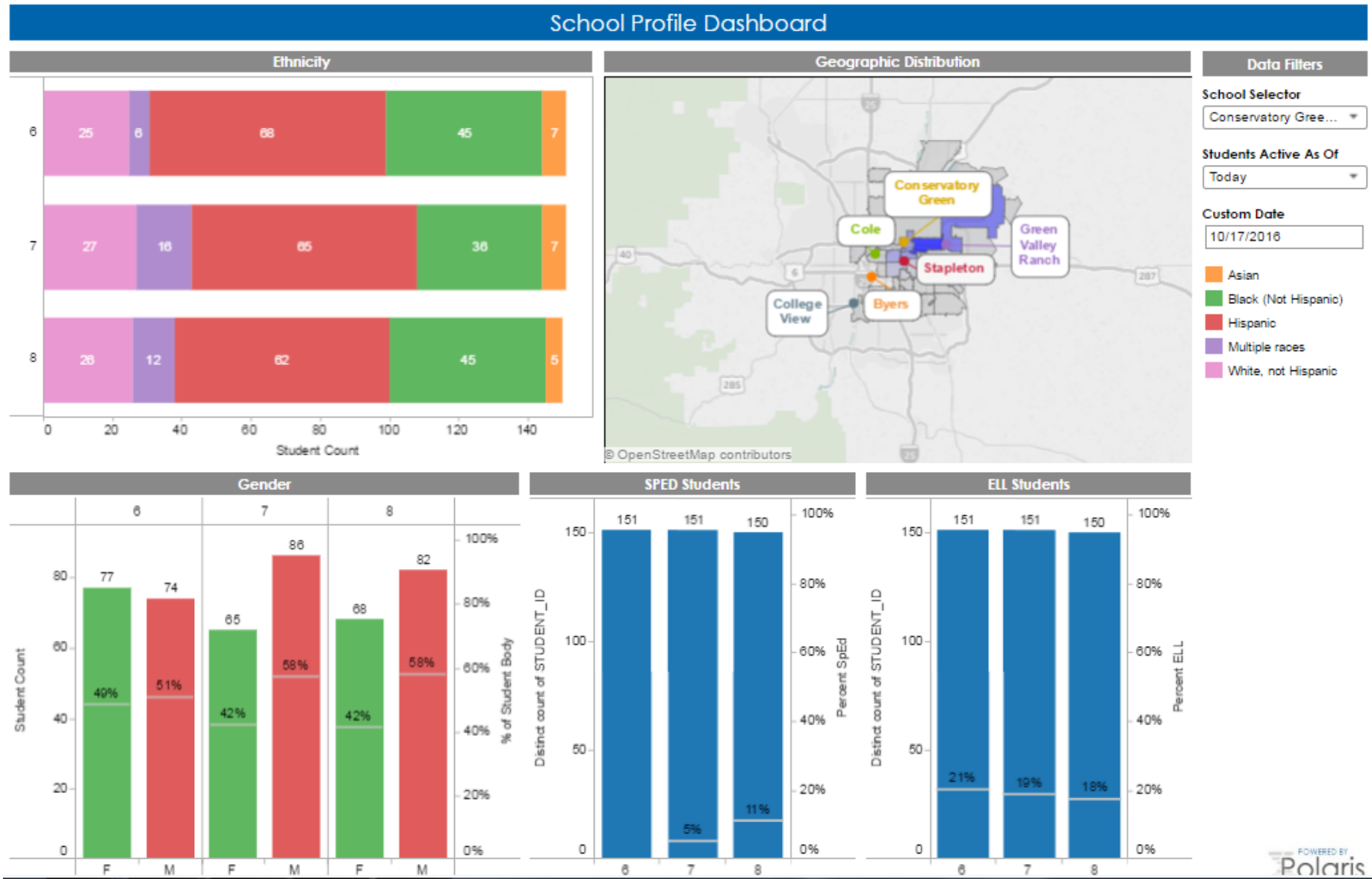
SPED Students



ELL Students

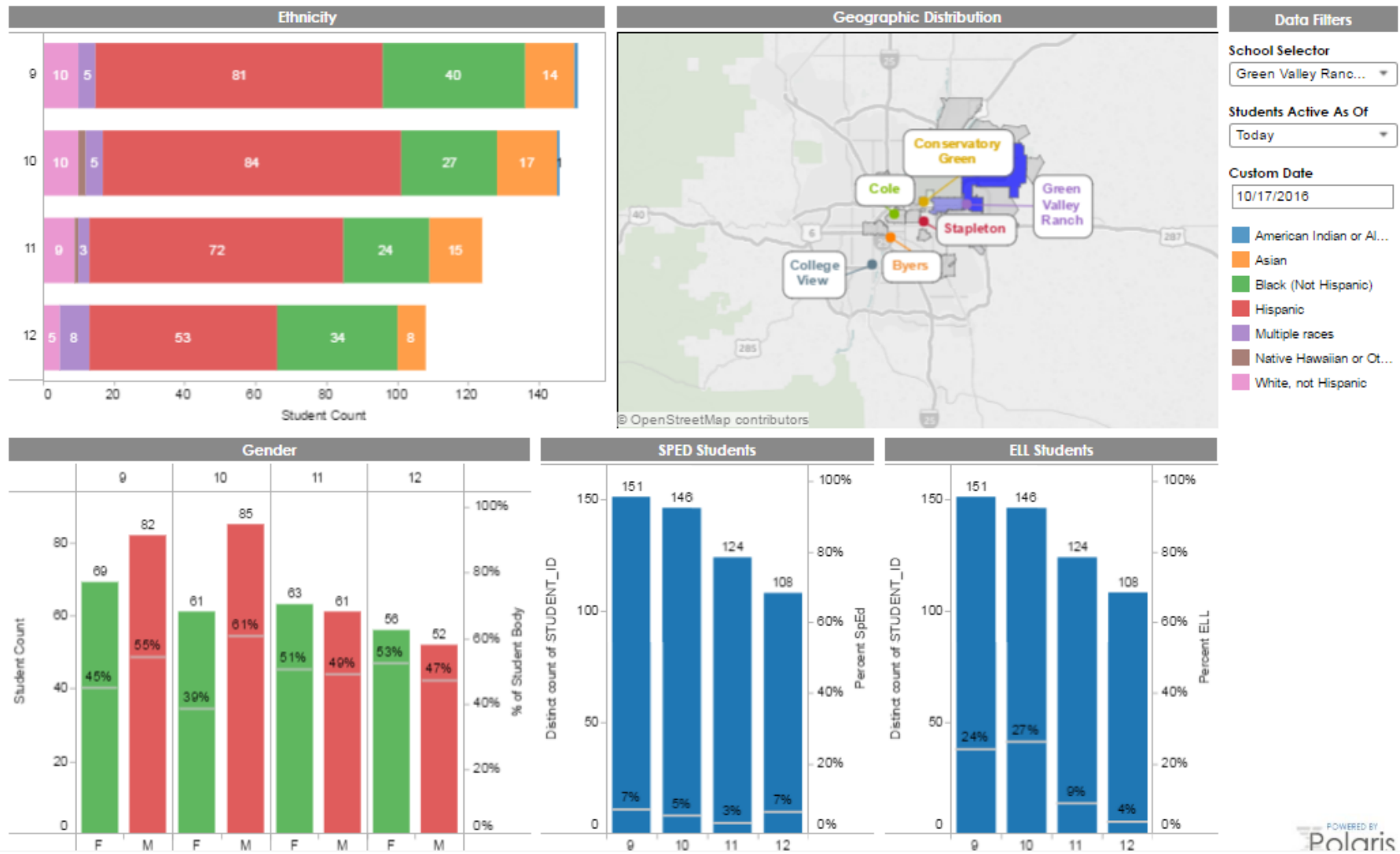


CONSERVATORY GREEN MS



GVR HS

School Profile Dashboard



GVR MS

School Profile Dashboard



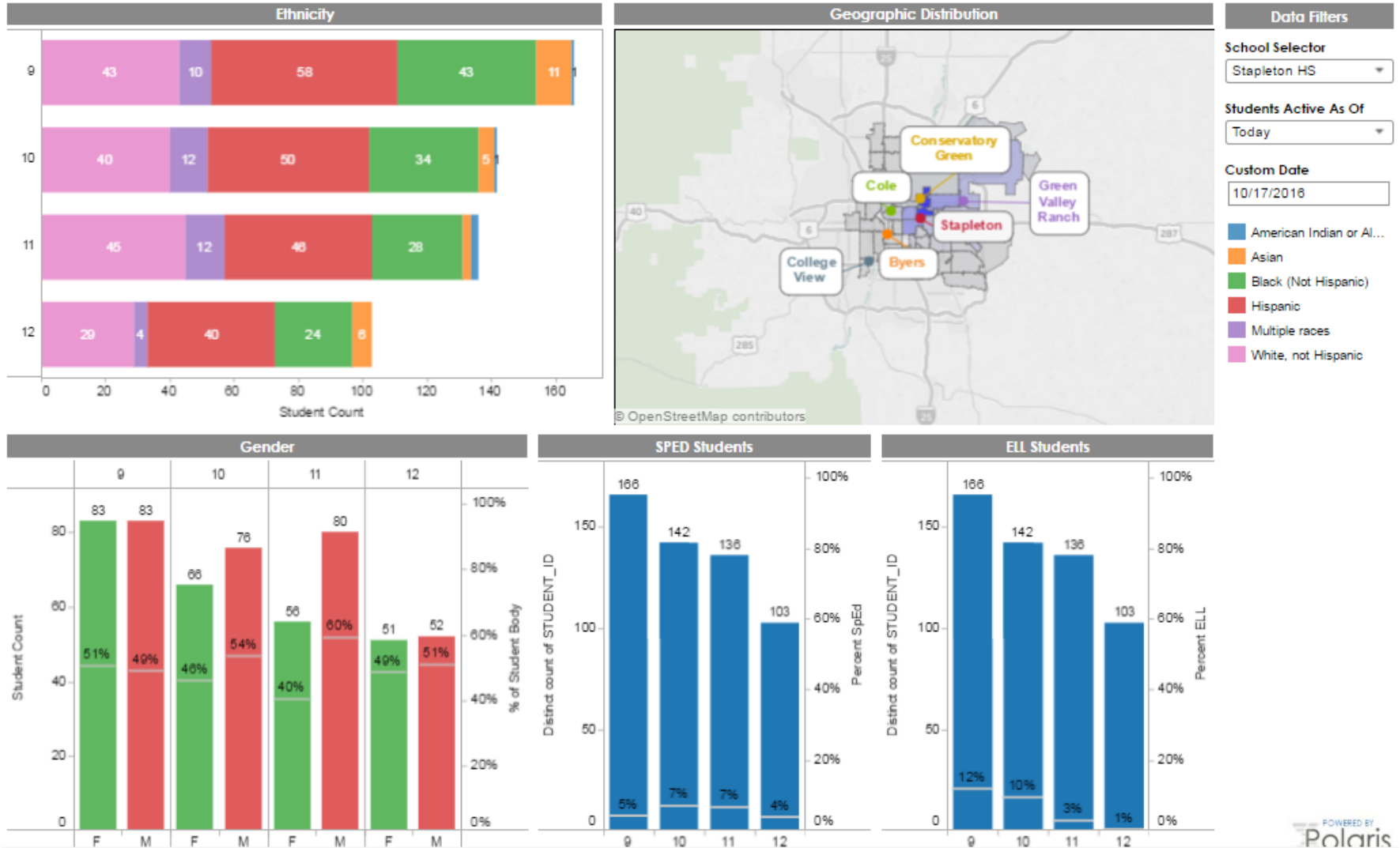
HENRY MS

School Profile Dashboard



STAPLETON HS

School Profile Dashboard



STAPLETON MS

School Profile Dashboard





Committee Charters 2016-17

Audit Committee Charter

2016-2017

Role

The audit committee will assist the DSST Public Schools board of directors in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, and the DSST Public Schools' process for monitoring compliance with laws and regulations and the code of conduct. The audit committee's role includes a particular focus on the qualitative aspects of financial reporting, organization processes for the management of risk, and compliance with significant, applicable legal, ethical, and regulatory requirements.

Authority

The audit committee is empowered to:

- Appoint, approve compensation, and oversee the work of any registered public accounting firm employed by the DSST Public Schools.
- Resolve any disagreements between management and the auditor regarding financial reporting.
- Seek any information it requires from employees-all of whom are directed to cooperate with the audit committee's requests-or external parties.
- Meet with DSST Public Schools officers, external auditors, or outside counsel, as necessary.
- Investigate any matters brought to the audit committees' attention that is within the scope of its responsibilities. Subject to the approval of the board of directors, the audit committee may retain external professionals for this purpose if, in its judgment, that is appropriate.

Membership

The audit committee will consist of at least three members of the board of directors. The board will appoint audit committee members and the audit committee chair. Each audit committee member will be both independent and financially literate. Financial expertise necessary to understand and evaluate the financial transactions and the internal control procedures of DSST Public Schools will be sufficient amongst the audit committee members to fulfill the audit committee responsibilities.

Operational Principles

The audit committee will operate under the following principles:

- The audit committee will meet at least once a year, with authority to convene additional meetings as circumstances require.
- All audit committee members are expected to attend each meeting in person or via telephone- or videoconference.
- The audit committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary.
- Audit committee meeting agendas will be prepared by the chair with input from audit committee members.
- The audit committee will hold executive sessions as it deems necessary.
- Members of the audit committee will be provided appropriate briefing materials in a timely manner, and the chair will ensure that minutes are prepared.
- The audit committee chair will report at regularly scheduled board of directors meetings about audit committee activities, issues and any related recommendations.

- A brief annual report will be prepared and submitted to the board of directors which includes the audit committee's evaluation of its performance and confirmation that all responsibilities outlined in this charter have been carried out.
- The audit committee will annually review and assess the adequacy of the charter and request board approval for proposed changes.

Responsibilities

Financial Reporting

- Approve annual audited financial statements prior to submission to external entities or regulators. Review them with management and, as applicable, with external auditors to consider whether they are complete, consistent with information known to audit committee members and reflect appropriate accounting principles.
- Provide audited financial statements to the board.
- Review the Internal Revenue Service Form 990 for accuracy and completeness.
- Inform management and the external auditors that they are expected to provide a timely analysis of significant current financial reporting issues and practices.
- Review and understand the impact of significant accounting and reporting issues including: complex or unusual transactions; judgmental and high risk areas; and recent professional and regulatory pronouncements. Evaluate management plans to address such matters, auditor's views, and the basis for conclusions.
- Approve significant changes in important accounting principles and the application thereof in both interim and annual financial reports.

Audit

1. Review with management and the external auditors the results of the audit, including any difficulties encountered and or changes in the scope of the audit.
2. Review with management and the external auditors all matters required to be communicated to the audit committee.
3. Understand the scope of external auditors' review of internal controls over financial reporting.
4. Obtain reports of auditor's findings, recommendations, and comments regarding pertinent issues and monitor management's responses.
5. Review the external auditors' proposed audit scope and approach to ensure completeness of coverage, reduction of redundant efforts, and the effective use of audit resources.
6. Review the performance of the external auditors, and exercise final approval on the appointment or discharge of the auditors.
7. Review and confirm the independence of the external auditors by obtaining statements from the auditors on relationships between the auditors and the DSST Public Schools, including non-audit services and by discussing the relationships with the auditors. The external auditors should confirm to the audit committee that no limitations have been placed on the scope or nature of their audit procedures.
8. On a regular basis, meet separately with the external auditors to discuss any matters that the audit committee or auditors believe should be discussed privately.
9. Provide an open avenue of communication between the external auditors and the board of directors.
10. Review the findings of any examinations by regulatory agencies and any auditor observations.
11. Review the annual audit of the 401(K) program for accuracy and completeness.

Compliance and Control

- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management's investigation and follow-up of any instances of noncompliance.
- Consider the effectiveness of the DSST Public Schools' internal control system, including information technology security and control as it relates to financial systems.
- Review the process for communicating the code of conduct to DSST Public Schools personnel and for monitoring compliance therewith.
- Obtain updates from management and DSST Public Schools legal counsel regarding any critical compliance matters.
- Review any other reports that DSST Public Schools issues that relate to audit committee responsibilities.
- Perform other activities related to this charter as requested by the board of directors.

Members 2016-2017

Peter Fritzing, Chair
 Teresa Berryman, Member
 Nate Easley, Member

Scott Walker, DSST Liaison

Audit Committee Goals 2016-2017

In conjunction with DSST leadership accomplish the following:

- Update charter
- Supervise the process of bidding the audit to at least 2 other firms
- If any comments are made in the management letter, determine if action should be taken and supervise the plan if appropriate.

Schedule of Meetings

<u>Date</u>	<u>Agenda Items</u>	<u>Format</u>
Sept. 6, 2016	Audit exit conference and approval of audited financial statements	Meeting
Nov. , 2016	Review the IRS Form 990	Phone Call
Feb. , 2017	Engage auditors, Review 401 (K) audit	Phone Call
May, 2017	Audit entrance conference	Phone Call

Finance and Operations Committee Charter

2016-2017

Role

The finance and operations committee (committee) will assist the DSST Public Schools board of directors in providing financial and operational oversight for the organization. Areas of oversight include annual budgeting, long-term financial planning, investment policy, facilities acquisition and planning, back office information technology applications, information technology infrastructure, and financial reporting. The committee will annually review and assess the adequacy of its charter, develop goals and request board approval.

Authority and Responsibilities

Budget and Reporting

- Review and discuss the budget within the committee and recommend approval of the budget to the board of directors
- Review reports from the Chief Operations Officer that clearly communicate financial and cash position, adherence to the budget, allocation of resources toward the accomplishment of mission, and support of any donor-imposed restrictions on contributions
- Highlight any significant known or expected budget variances for the board

Long-term Financial Planning

- Maintain a current understanding of the long-term financial plan and the sensitivity to changes in assumptions
- Ensure the long-term financial plan is consistent with the Vision and Strategic Plan
- Assess the likelihood of uncertain future events that would affect DSST's financial position
- Keep the board informed about the long-term financial health of DSST

Operations

- Serve as a consultative resource on operations for both the board and the Chief Operations Officer
- Track facility requirements and long term planning processes
- Review facility acquisitions
- Review planning for back office applications and periodically evaluate management's assessment of the ability of these resources to meet organization requirements
- Advise on information technology infrastructure deployment and planning, and periodically evaluate management's approach to meeting organizational requirements

Investments

- Maintain and monitor compliance with the Investment Policy Statement
- Offer guidance on the investment and reinvestment of assets committed to the investment program in a manner consistent with the Investment Policy Statement and the long-term financial plan
- Once a year, report to the entire board on the status of investments and confirm compliance with the Investment Policy Statement

Human Capital

- Perform an annual review of employee benefits and compensation

Internal Controls and Accountability

- Although the entire board carries fiduciary responsibility for DSST, the finance and operations and the audit committee will serve a leadership role in this area

- Ascertain leaderships success in establishing a culture and commitment to integrity and compliance
- Set board expectations for appropriate internal control procedures for financial transactions
- Review policies and procedures, insurance and other risk mitigation practices to ensure DSST sufficiently manages and protects against exposure to risk

Membership

The committee will consist of the board treasurer and at least two additional members of the board of directors. Outside financial and operational experts may also be included. The board will appoint committee members and the board treasurer will serve as the committee chair.

Role of the Chair

The board treasurer, whose specific duties are described in the bylaws, will be the committee chair. In practice these duties require an overview role and the Finance Department under the Chief Operations Officer largely handles daily transactions. Specific duties of the chair include:

- Serving as the principal liaison between the committee and the full board
- Working with the committee members and the Chief Operations Officer to set an agenda for each committee meeting
- Ensuring members are provided handouts and reports in a timely manner
- Reviewing minutes prepared by the Finance Department and ensuring members have opportunity to provide input to the minutes before they are finalized

Members

Teresa Berryman, Chair

Peter Fritzinger, Member

Glenn Russo, Member

Goals

- Review and modify Committee charter
- Revamp financial reporting to the Committee and the Board
- Evaluate investment manager, the Investment Policy and cash balances for investment planning
- Examine long-term financial plan and alignment with Strategic Plan
- Review the enterprise risk management initiative including insurance coverage

Schedule

- Committee meetings will usually be held starting 2 hours prior to the board of directors meeting
- The Chief Operations Officer will schedule the special annual budget setting working meeting in April

Anticipated Meeting Agendas

September

- End of Year Financial Review
- Proposed Reporting Package for Board and Committee
- Teacher Leadership Institute Finance Presentation
- Facilities Update

October

- DSST Financial Statements and School Enrollment

- School Fundraising Policy Proposal
- Risk Management
- Investment Policy and Management

November (Board Retreat)

- Teacher Leadership Institute Finance Presentation Version 2
- Strategic Plan Draft

January

- DSST Financial Statements and School variances
- Mil and/or ProComp Implementation Plans
- Strategic Plan Impacts
- Information Technology Update
- DSST Budget Reset for Denver Public Schools (Tentative)

March

- DSST Financial Statements and School variances
- FY18 Budget and Compensation Drafts
- Budget Policy Revamp
- New long-term Financial Plan overview

April

- FY18 Budget and Compensation Version 2
- Long-term Financial Plan Version 2

May

- DSST Financial Statements and School Variances
- FY18 Budget Final Version for Board for approval
- Investment Performance

Nominating & Governance Committee Charter

2016-2017

Charter:

The Nominating and Governance Committee is responsible for board recruitment, engagement, and self-assessment. This Committee will work with other committee chairs and the Board as a whole to identify current and projected vacancies on the board and in specific committees, assess the composition of the current board, and solicit and vet nominations from current members, always working toward filling gaps in competencies and demographics and keeping the financial health of the organization as a top priority.

The Committee will also work with DSST staff to develop and maintain a description of board expectations and membership to inform prospective candidates and current Board members. The Committee will work to ensure Board engagement in DSST public schools through an in-depth new board member orientation, regular school visitations and effective information management and dissemination. Finally, this Committee will conduct regular assessments of the board's performance as a whole and create a process for each individual member's level of engagement and support.

Long Term Goals:

1. Create the best, and most highly respected Board of Directors in Denver as measured by the number and quality of community, business and thought leaders interested in membership on the Board of DSST.
2. Create a Board culture that fosters engagement and accountability as measured by the number of actual visits and meetings attended by board members.
3. Create sustainable Board governance infrastructure (nominating, evaluation and orientation processes, board information repository and archive process).

Fiscal Years 2016-2017 Objectives:

I. Board Development

- New Board members: Cultivate a pipeline of exceptional new Board prospects that are available for appointment as time and need determine. Prospects for our Board will be evaluated against the stated Vision 2020 and our longer-term "What Next?" vision and the needed skill sets to achieve them.
 - Develop detailed criteria and gap analysis for Board candidates. In 2016/2017 specific focus will be on recruiting new board members who add diversity and specific skill sets to the Board in order to help us better reflect the population of students we serve and help position DSST to achieve its longer term vision.
 - Onboard new Board members: Hold a New Board Member Orientation each year.
- Create a Board culture that fosters engagement through regularly scheduled Board and school events including school tours, external evaluation of schools and school leader dinners.
- Resolve specific questions and needs of the Board relating to terms and succession and make specific recommendations to the Board regarding these matters.

II. Board Evaluation

- Board level: Develop and deploy an annual survey for the overall Board to evaluate our work in supporting the overall organization. This should include a 360-degree evaluation to give staff a chance to evaluate Board effectiveness.
- Committee level: Include a section for each Committee in the annual survey to evaluate their committee work in support of the overall organization. Also use charters and progress toward each

charter goal as basis for evaluation.

- Individual level: Develop and utilize criteria for individual participation on the Board, including financial contribution and engagement; assist in the development of individual Board action plans as necessary.

Deliverables:

Each board meeting	Report on the progress toward above objectives
Sept. 12/Oct. 10 2016	New Board Orientation
October 2016	Board and committee surveys completed and analyzed; committee membership and leadership completed; committee charters finalized
November 2016	Listing of prescreened Board prospects; Calendar for school engagement and accountability events
March 2017	Recommendations for new Board candidates
June/July 2017	All new Board members confirmed

Committee Meeting Schedule:

September 19, 2016	9:30am- Teleconference
October 25, 2016	1:00pm- Byers High School
January 19, 2017	1:00pm- TBD
March 23, 2017	1:00pm- Conservatory Green Middle School
May 25, 2017	1:00pm- Green Valley Ranch High School
June 15, 2017	1:00pm- Home Office

Committee Members:

- **Chair: Justin Jaschke**
- **Gloria Zamora**
- **Dan Wilkerson**
- **Steve Halstedt**
- **Regina Rodriguez**

Staff Liaison:

- **Heather Lamm**



Objections to DSST

List of Objections to DSST

1. Neighborhood schools are the backbone of our public education system; DSST siphons talented kids away from DPS neighborhood schools, weakening them and thus DPS.
2. As a Charter School, DSST takes critical resources away from DPS and its traditional public schools.
3. DSST does not have to deal with special needs kids; its program is not a solution for the typical traditional public school.
4. DSST through charitable contributions provides computers to all of its students, and this technology contributes significantly to its record of success. It is not economic or practical to provide computers to all of DPS' students and thus the success of DSST will not scale.
5. The DSST model can never break even just with the Per Pupil Operating Revenue provided by the State of Colorado (and the other relatively modest revenue sources provided by local and Federal governments). It is dependent on substantial charitable donations and is unsustainable without them.
6. DSST has an advantage in hiring talented teachers. For every opening there are multiple qualified applicants. This model cannot scale locally, in the state or nationally as ordinary teachers cannot successfully deliver the program.
7. While DSST accepts students by lottery, it is pretty much the gifted and talented kids that apply, a self-selection process. By siphoning off talented kids, DSST weakens traditional DPS public schools, and gets credit it does not deserve for the results turned in by those talented kids; they might do just as well at a traditional public school.
8. Teachers at DSST do not have the proper protection provided by the Teachers Union; most are young, naive, overworked and underpaid. This too is not sustainable.
9. Not all kids need to go to college; DSST's college ready approach is not appropriate for a large number of students many of whom would rebel at or not be able to meet this requirement.
10. Many kids are not interested in STEM; DSST's STEM approach is not appropriate for a large number of students many of whom would rebel at or not be able to meet this requirement.
11. Some feel that it makes no sense to try to even apply to DSST because they only have 1 or 2 slots available for kids from Graland or other private schools transitioning into high school.
12. Some feel that DSST has had to give up creativity and flexibility in its curriculum in order to ensure that everyone makes his/her way through the curriculum and becomes eligible for college.
13. There is discomfort with the perception that the arts are not an important component of the program: music, art, theatre, etc.

a. Teresa's Response to Objections 1 and 2

Issue:

Neighborhood schools are the backbone of our public education system; DSST siphons talented kids away from DPS neighborhood schools, weakening them and thus DPS.

Arguments:

- DSST takes the best kids and leaves those who are special Ed, discipline problems and low achievers to the neighborhood schools to contend.
- DSST discourages students from applying who are not already high achievers
- DSST moves kids out of their schools who are "problem kids" and dumps them on the system
- DSST is not for every child and thereby takes money out of the system for special interest families

Response:

- Pursuit of excellence for all students is the goal of DSST. DSST is Denver Public School and not a separate entity outside of DPS.
- DPS enrolls students in schools through a lottery with preference for students in the surrounding neighborhood and students eligible for free or reduced lunch.
- All students have DSST as an option, there is no screening or selection process. Data shows that students coming into DSST middle school are not any different than students going to any other DPS middle school
- DSST schools are fully enrolled and have a waiting list, which is a reflection of success and the achievement of our students.
- Approximately 60% of DSST students are free and reduced lunch eligible.
- Retention data for DSST shows that DSST does not "push out" students. DSST shows extraordinary success for enrolled students. Since DSST is part of DPS, the process for expelling a student is the same as all other DPS.

Issue:

As a Charter School, DSST takes critical resources away from DPS and its traditional public schools.

Arguments:

- DSST gets the same resources as the neighborhood schools, but not the problems
- DSST gets all the new buildings and leaves the rest of the schools with inadequate facilities
- DSST uses back channels to unfairly take more than its share of capital funds
- DSST dilutes the funding that would otherwise go to my existing school
- DSST does not offer arts, sports, music, and other programs that cost money

Response:

- The deficit of adequate funding for public education is a State issue and DSST does not reduce the funding received by any non-DSST school.
- DSST actually has received less funding per student than other DPS. DSST historically has not received new mill levy funds that benefited all other DPS.

- By raising funds, DSST has relieved the DPS budget from costs it would have otherwise had to cover.
- DSST does not receive any of the substantial funds raised by the DPS Foundation, which means that there are more funds available to DPS students not enrolled at DSST.
- DSST paid for the high school on the Stapleton campus, which saved DPS from having to build a school. DSST is giving that school to DPS.
- DPS funds facilities through a public process and DSST participates in that process in the same manner as all other schools.
- DSST teachers are not eligible for "Pro Comp" awards despite their records of teaching success.

b. Sean, Teresa, Deborah, Bill, and Steve's Responses to Objection 3

Issue:

DSST does not have to deal with special needs kids; its program is not a solution for the typical traditional public school.

Responses:

- We are a public school, we have SPED kids, and we are embracing the opportunity to serve them.
- By law, we cannot select based on GT, IAP, we can't choose to "not deal" with certain students. Our program is unique but not exclusionary.
- We have no ability to screen kids in the lottery.
- Now Charter Schools are allowed to run SPED programs, so our program will allow us to serve a full spectrum of kids already identified as SPED beginning in middle school, which is rare in any city or country.
- DPS charged us for SPED services
- Computers in some autism programs make a huge difference

c. Dan's Response to Objection 7

Issue:

While DSST accepts students by lottery, it is pretty much the gifted and talented kids that apply, a self-selection process. By siphoning off talented kids, DSST weakens traditional DPS public schools, and gets credit it does not deserve for the results turned in by those talented kids; they might do just as well at a traditional public school.

Argument:

- DSST selects high achieving students (or high achieving students self-select) and that explains DSST's successes in the classroom.

Response:

- From its founding, DSST's goal has been to provide a high quality education to all students in DPS, regardless of race, gender or socio-economic background. In fact, DSST added middle schools to its campuses because some incoming 9th grade students were performing so far below grade level that it was very difficult to have them college ready in four years of high school.

- DSST has always been an open-enrollment school, unlike the DPS magnet schools, such as DSA. DSST does not require entrance examinations and is open to all students willing to work hard in a core values culture.
- In its early years, because students and/or parents needed to apply to DSST, there may have been some self-selection bias among those families seeking a rigorous academic program. However, DPS's choice enrollment plan, has eliminated any self-selection bias because listing DSST as a first choice school takes no more effort than listing another neighborhood school in DPS.

e. Teresa and David's Responses to Objection 5

***Please note, the responses below are from notes Katie Glenn took at the November Board Meeting.**

Issue:

The DSST model can never break even just with the Per Pupil Operating Revenue provided by the State of Colorado (and the other relatively modest revenue sources provided by local and Federal governments). It is dependent on substantial charitable donations and is unsustainable without them.

Argument:

Is DSST sustainable or not sustainable?

Response:

- Yes, DSST is sustainable.
 - We raise money in order to open schools the way we think all (students, staff, the DSST organization) can succeed.
 - DPS has adopted our model of opening schools one grade at a time.
 - Our outcomes speak volumes and our students graduate at the same costs as DPS.
- No, DSST is not sustainable.
 - It costs a lot of money to run a network of schools and open new ones.
 - We use a lot of technology which also costs a lot of money.
 - DSST has to raise money to stay in business.
 - Fundraising efforts have to continue to grow as we expand.

Keywords and Thoughts:

- Most companies and organizations have start-up losses.
- The key to sustainability is to continue to get money.
- Humbleness should be used in every answer.