



Board of Directors Meeting

September 25, 2014 • 2:30pm – 5:50pm MST

DSST: Byers Middle School, Room 227

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: 303-524-6301 • PIN: 9999

Username: **wireless-guest-sep**

Password: **S88gpTAt**

- 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

a. Agenda

I. Welcome <ul style="list-style-type: none"> Approval of Agenda Public comment Minutes Approval 	<ul style="list-style-type: none"> Discussion Decision 	Steve	2:30
II. School Director Welcome: Brad White	<ul style="list-style-type: none"> Q and A 	Bill/Brad	2:35
III. Chair's Report <ul style="list-style-type: none"> Executive Committee Minutes 	<ul style="list-style-type: none"> Discussion Information 	Steve	2:40
IV. Home Office Updates <ul style="list-style-type: none"> Any Questions on Home Office Report 2013-14 Results Presentation and Operating Plan Update 2014-15 Operating Plan Staffing Matters 	<ul style="list-style-type: none"> Discussion Information 	Bill	2:50
VI. Nominating/Governance Committee Report <ul style="list-style-type: none"> Charter Approval 	<ul style="list-style-type: none"> Discussion Decision 	Steve MC	3:30
VII. Finance Committee Report <ul style="list-style-type: none"> Charter Approval 	<ul style="list-style-type: none"> Discussion Decision 	Teresa	3:40
VIII. Advancement Committee Report <ul style="list-style-type: none"> Charter Approval 	<ul style="list-style-type: none"> Discussion Decision 	Tanya/Matt	3:50
IX. Audit Committee <ul style="list-style-type: none"> Charter approval 2013-14 Audited Financials 	<ul style="list-style-type: none"> Discussion Decision 	Robby	4:00
X. Education/IT Committee <ul style="list-style-type: none"> Approve Ed and IT Charters 	<ul style="list-style-type: none"> Discussion Decision 	David	4:10
XI. Executive Session: <ul style="list-style-type: none"> Personnel matters Strategic discussions around future negotiations 	<ul style="list-style-type: none"> Discussion Information 	Steve	4:20
XI. Adjourn			5:50

b. Minutes from the May 29, 2014 DSST Public Schools Board Meeting

MINUTES

DSST Public Schools Board Meeting
May 29, 2014
DSST: Stapleton High School, Room 214

Meeting Called to Order: 2:34 p.m.

Board Members Present:

Dan Wilkerson
David Greenberg
Deborah McGriff
Don Kirkpatrick
Heather Lamm
Jackie Sullivan
Justin Jaschke
Matthew Schnittman
Michele Cooper (via phone)
Norwood Robb
Sean VanBerschot via phone
Steve Halstedt
Steve McConahey
Tanya Kelly-Bowry
Teresa Berryman

Parent Present: None

Board Members Absent: Anna Jo Haynes, Keith Evans, Nancy Phillips, Tom Kaesemeyer

DSST Staff Present: Bill Kurtz, Christine Nelson, Christina Carlson, Katie Glenn (note taker)

DPS Staff Present: None

Introductions and welcome

Mr. Halstedt motioned to remove the Education Committee Charter Approval and School Director Update from the agenda.

Motion: Approval of amended agenda, Robb

Second: Wilkerson

Vote: Unanimous approval

Motion: Approval of previous board meeting minutes, Wilkerson

Second: Robb

Vote: Unanimous approval

School Director Q&A: School Director Update was removed from the agenda.

Chair's Report: Executive Committee update.

Mr. Halstedt shared that the Nominating and Governance Committee will report out to the group about the process of electing a Vice Board Chair as well as addressing CSGF's comment about the size of our Board. He also reported that the Executive Committee gave themselves a B rating for this year.

Home Office Updates: Mr. Kurtz began the Home Office updates by having an open Q and A discussion. After questions we answered, Mr. Kurtz gave a brief overview of our Operating Plan for the 2014-2015 School Year. He shared our four Strategic Initiatives for next year (Academic Interventions, Staff Development/Fulfillment Paradigm, Leadership Pipeline, Professional Development). The two themes from the four initiatives are our staff and serving the students we need to serve the best. There will be a real focus on serving our bottom 25% of students and our top 25% of staff.

Mr. Kurtz then provided an update on Kepner and Campus 7. He asked that at the end of the discussion the Board needs to be leaning positively or negatively in having Kepner as our Campus 7 location. After the discussion the Board came to the conclusion that they are leaning positively to having Kepner as DSST's Campus 7 location with the following conditions.

- 1) Clear affirmation from the Department of Justice that the model DSST presented is acceptable to them.
- 2) Reasonable understanding that the Plaintiffs will not move on their decision.
- 3) A commitment of resources for paralegal support and support to receive legal counsel.
- 4) Affirmation of providing DSST with a 6-12 campus.
- 5) Affirmation to provide DSST with additional resources to modify our model.

If DPS is able to work with DSST with the above basis then DSST's Board of Directors is incline to move forward with Kepner.

New Business: The discussion on the Newark Article was moved to the end of the Board Meeting due to time. At the end of the Board Meeting the Board had an open discussion about the article.

Nominating/Governance Committee: The Nominating/Governance Committee reported that they were tasked with coming up with a process for electing a Vice Board Chair. Mr. Halstedt met with each nominee and discussed the position. Teresa Berryman was nominated as well as Heather Lamm. Ms. Lamm removed herself from the election. Ms. Berryman accepted the nomination.

Motion: Approval of Teresa Berryman as Vice Board Chair, McGriff

Second: Halstedt

Vote: Unanimous approval

Ms. Lamm also shared that the Nominating and Governance Committee is going to continue having Board dinners to discuss "What's next for DSST?". They are also going to invite outside people to come to Board Meetings to discuss education topics and issues such as Alyssa Whitehead-Bust did in January. Mr. Jaschke created a Board Member Orientation outline which is posted on the DSST Board Member webpage. Ms. Lamm asked that all Board Members review the outline and to send any feedback they may have. Also, an announcement was made for Board Members to consider joining the Audit or Finance Committee (if they aren't members already) to add variety to each committee.

Additional item brought to attention was our policy about term limits for Board Members. Norwood Robb, David Greenberg, and Michele Coopers term limits expire this year. The Nominating and Governance Committee motioned to extend their term for another year.

Motion: Approval to extend David Greenberg, Norwood Robb, and Michele Coopers' term limits for one year, Halstedt

Second: Berryman

Vote: Unanimous approval

The Nominating and Governance Committee also motioned to change the policy that if the Board of Directors elects a chair that runs into their term limit regardless of their term limit they will finish their Chair term.

Motion: Approval to the change the term limit policy to Board Chair finishing their Board term regardless of their Board Member term limit, Sullivan

Second: Robb

Vote: Unanimous approval

Keith Evans, Deborah McGriff and Teresa Berrymans' terms expire this year and the Nominating and Governance Committee motioned to renew their terms.

Motion: Approval to the renewal of Keith Evans, Deborah McGriff, and Teresa Berrymans' terms, Wilkerson
Second: Kelly-Bowry
Vote: Unanimous approval

As founding board members, David Greenberg, Michele Cooper, and Norwood Robb, will be lifetime Emeritus directors at the conclusion of this upcoming year. This means they are non-voting members of the board invited to board meetings and encouraged to join but not chair committees.

Ms. Lamm addressed CSGF's comment on our Board size reporting that our Board is operating well with our current size and we will not be increasing or decreasing the number of Board Members.

Tom Kaesemeyer will be ending his Board service on 6/30/14. Tom has been an incredibly valuable asset to this Board. In many ways he represents the Colorado Foundation Community and has motivated strong support by that Community for DSST. He has also given his time and expertise as an educator to help DSST. The Board gives many thanks to Tom for his service.

Motion: Approval to include above thanks to Tom Kaesemeyer in the Board Meeting Minutes, Robb
Second: Sullivan
Vote: Unanimous approval

Finance Committee: The Finance Committee reported out about the budget for next year. Ms. Berryman acknowledges Coreen Miller and DSST's Finance team for their hard work on the budget and says that this has been the best budget process year yet. Mr. Kurtz also complimented Coreen and the Finance Team specifically Matt Cullen for his incredible work on the budget this year.

Motion: Approval of DSST's FY15's budget, Wilkerson
Second: McConahey
Vote: Unanimous approval

Advancement Committee: The Advancement Committee reported that they have exceeded their objectives for the year. Mr. VanBerschof thanks not only the Advancement staff but also Bill Kurtz who led important fund raising initiatives.

Audit Committee: The Audit Committee shared that they have hired an Auditor and there will be two audits, one for the entire network and one for each school. The preliminary audit has been completed and the final audit is scheduled to be finished on time.

IT Committee: The IT Committee is an advisory committee searching for the right place to be in the scheme of things. As of now, they feel that working with the Education Committee is the best fit and they have been working very well together.

Education Committee: The Education Committee reported that a huge success was having Board Members attend school visits. Ms. Sullivan has been evaluating Alumni data which has given us a template to share with our partner institutions. The Deep Dive was a great success and they hope to have it videotaped next year.

Motion for adjournment of Board Meeting at 5:22, McGriff
Second: Greenberg
Vote: Unanimous approval

Respectfully Submitted,

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



II. School Director Update: Brad White Byers Middle School



III. Executive Committee and Chair's Report Reference

a. Executive Committee Meeting Minutes

DSST Telephonic Executive Committee Meeting
September 11, 2014
10:00am MST

We held a telephone meeting of the Executive Committee of the Board of DSST at 10am on Thursday September 11, 2014.

The Committee discussed and approved the agenda for the September 25, 2014 DSST Board meeting. Note that the various Board committees will complete and submit Charters to Katie Glenn by September 18. However, the Education Committee does not meet to finalize its Charter until that day, and will send the Charter to the Board separately from the Board package Ms. Glenn will send out on the 18th.

At the Board meeting we will discuss the survey Bill Kurtz recently sent to the Board. The survey is designed to assess the Board's capacity to help DSST make long term strategic decisions. The idea is to pose and begin to address key strategic questions and issues in a substantive way at the Board retreat; also to design a program to strengthen Board capacity in key areas and ultimately help the organization make those decisions soundly.

Bill Kurtz updated the Committee on the ongoing COO search, which has not yet been successful. The management team has decided to refocus the search rather than to compromise on the quality and readiness of the successful candidate. In the interim, DSST has reached agreement to sign an engagement with Scott Walker, who was a COO candidate, to lead implementation of a comprehensive, integrated business systems overhaul for DSST. This will include ERP, HR, and accounting/finance systems among others. Mr. Walker was a successful entrepreneur who co-founded a company that grew to \$700M in revenues, and where he became COO before deciding to sell his shares and leave. He will work 20 hours per week. The engagement will give Mr. Walker greater insight into DSST, and give the team at DSST the opportunity to work closely with him over an extended period. Mr. Kurtz also noted that DSST recently hired Jen Goldstein as Director of Human Capital, reporting to the CEO. She was a C-level employee at KIPP New Orleans, and he believes has C-level potential at DSST.

We discussed alternatives and issues surrounding the decision of when and where to open campus 7. It was the sense of the Committee that a key constraint on that decision is DSST's ability to prepare properly for the opening and to be convinced the organization can maintain educational quality at the new school.

David Greenberg brought up the process of closing Science & Tech Management Company. The Committee discussed timing and process. Bill Kurtz noted the need for the HR team to focus 100% on rolling out the Teacher Career Pathways program through at least the month of October. Bill also noted his strong preference to handle employee contract matters in the ordinary course of business in Q3 and Q4 Fiscal 2014 by having renewals and new hires sign with DSST rather than STMC for the 2015-16 school year. Teresa's Berryman and Dan Wilkerson will take the lead for the Board in the STMC matter. In October there will be a meeting which includes HR and Accounting/Finance, among others, to develop a work plan to close STMC and transfer all of its functions to DSST by June 30, 2015. Mr. Halstedt noted that it might be wise to involve Mr. Walker in the meeting and work plan. Transforming the present 401(k) program to a 403(b) program is but one of the many detailed matters that must be addressed.

There being no further business the meeting was adjourned at 11:15am.

Respectfully Submitted,

Steven C. Halstedt
Chairman



IV. Home Office Updates

Home Office Updates

a. Academic Team Update

This month, the Home Office Academic team began the fall school visit process. This year, the school visits incorporate pre-work done by the academic team, which includes classroom observations, curriculum audits and data analysis. The academic focus areas for the school visits are our Core Instructional Practices, Interventions, and the implementation of the Common Core standards in English and Math. Based on the recommendations of the school visit team, the Academic team will target support to schools in order to have the most impact on student achievement. School visits will run until the middle of October.

For the network priority around Interventions, we are supporting the onboarding of new and struggling Special Education, Math Intervention and Reading Intervention teachers. Additionally, we have created an accommodation/modification process for students in Special Education and organized English Language Development pilots at Cole High School and College View Middle School. Prioritization of Home Office support of schools around Special Education and Interventions will be an outcome of the school visits.

In terms of professional development, the PD steering committee convened this month to further define our challenges, opportunities and vision to improve the way that we develop our teachers. We have also organized some professional development sessions for teachers, including Cross Campus Collaboration (C3) time. This time is used to target PD tailored to the need of teachers in each subject area. We are also planning for our first network professional development day of the school year on September 26th, when teachers will be able to select two PD sessions from a range of options.

We have also focused our efforts on ensuring that we are ready for the first year of teacher placements on the Teacher Career Pathway. The data team has calculated and validated the data involved in TCP, including the School Performance Framework data and student achievement data from TCAP. We have also expanded the functionality of Polaris to calculate and store all data related to the Teacher Career Pathway, as well as increase Polaris' performance and reliability.

b. Construction and Operations Update

Construction Update

Topline: This summer was a huge success given the number of concurrent projects and construction delays. We successfully opened all of our new facilities in time for the first day of school in a summer where multiple schools in the area had to delay their start date. Greg Avedikian & Tracey Gifford from the Ops team deserve tremendous credit for this accomplishment and successfully navigating the many challenges that arose to ensure we had great learning environments ready on day 1. Similarly our IT team deserves huge shout outs for standing up our entire IT infrastructure for 4 new buildings in 4 weeks, an unbelievable accomplishment.

COLE :

- Phase 3: Renovation of Mitchell Building to house MS, completion of Cole renovations to house HS program
- Due to construction delays, we were granted occupancy to the Cole building (Cole HS) on 8/19 and the Mitchell building on 8/20, 5 days before the first day of school
- Both buildings were baseline "operations-ready" by end of day 8/22 thanks to incredibly hard work from Ops, IT, the school teams and a cadre of volunteers who helped
- There is still ongoing contractor work (nights and weekends) to finish Cole HS science labs, mechanical infrastructure in both buildings as well as punch list items

CONSERVATORY GREEN:

- Construction of a new DPS ECE-8 building in the Northfield area of Stapleton
- Due to construction and furniture delivery delays, we were granted occupancy on 8/19 & the building was baseline "operations-ready" by end of day 8/22
- Contractors are finishing minimal punch list items

BYERS:

- Full renovation of the 1920s Byers building
- Due to construction delays, we were granted occupancy on 8/19 with the building being baseline "operations-ready" by end of day 8/22
- There is still ongoing contractor work (nights and weekend) to complete areas of the 3rd floor not being used this year, locker rooms, coaches offices, weight rooms and athletics storage, as well as many punch list items

COLLEGE VIEW

- Phase 2: Construction of a 9 – 12 building including gymnasium
- Occupancy for Excel Academy (in the building for one year) was granted on 8/27, with multiple areas cordoned off due to ongoing construction
- CHU has indicated to DPS that it does not plan to renew DPS's lease of the shared campus cafeteria after the 2014-15 school year. Our facility does not have a cafeteria, creating a risk we need to solve for.

STAPLETON:

- Construction of a HS Autism Center program addition
- DPS has rebid the project with a good response after choosing to postpone it last year
- Plan is to begin initial construction in Spring of 2015 with work complete Summer 2015

GVR:

- The additional Building 1 (Union) Classroom space we negotiated with DPS is successfully (albeit tightly) supporting our 9 – 12 HS program

Operations Update

- We are regrouping after our largest summer ever, focusing on refining our team and individual goals for this school year
- We are thrilled to welcome Jared Montgomery (Systems & Operations Project Manager) to the team to support our HRIS/ERP implementation.

- Jared comes to us from Chicago, where he worked as a consultant for Huron Consulting. Prior to that he was a teacher in Mississippi with TFA
 - In his first month, Jared rolled out a new time off tracking and substitute system to the organization called AESOP
 - Jared has also spearheaded a working group of HR, Ops, Finance and IT team members to streamline how employee status changes flow through the organization (ahead of a new system implementation)
- We are also thrilled to have Scott Walker on the team as a part time contractor to lead our HRIS/ERP selection and implementation at a senior level
 - Scott was a COO candidate who demonstrated excellent skills in the business systems space
- We are working to finalize our HRIS / ERP system selection decision by early October
 - First order with Scott on board is to dive deep and clarify our requirements and selection activities to ensure confidence in our recommendation
 - We are planning a 6 month implementation timeline, with the goal of the system being live 4/1, after we've closed Q3
 - We are aligning the implementation timeline with resource availability in each of our teams (Finance, HR, Ops, IT)
- Greg is supporting our schools with critical start of year school compliance processes in addition to follow through on many pending details at our new facilities
 - Emergency Response & Crisis Management plans at each school
 - Free & Reduced Lunch application collection (to reflect the diversity at each of our schools)
 - Oct count readiness
- Andrea has been providing valuable support to ongoing performance evaluation activities
 - Building our DPS compliance management tool for 2014-15
 - Rebuilding our Teacher Observation system coming out of changes proposed by the TCP group
 - Rebuilding our School Visit evaluation system coming out of improvements proposed by Rochelle

c. Human Capital Update

The Human Capital Team has worked hard over the past three months to finalize all hiring for the 2014-2015 school year, to onboard new team members, and to implement DSST's first round of teacher placements on the TCP continuum. The team supported the hiring of over 170 new teachers throughout the past nine months, and all schools started this school year with all teaching positions filled. Secondly, the team has hired or onboarded three new members over the last three months, and all have done a great job jumping right into the work and making meaningful contributions to our team. They include Jen Goldstein, Director of Human Capital, who started on July 1st, Rachel Harpster, Recruitment Manager, who started on June 15th, and Terik Tidwell, Hiring Manager, who will join the team on October 22nd. Finally, the team has been working closely with our academic, schools, data, and operations teams to finalize all student achievement data from this last school year in order to place all teachers along the Teacher Career Pathways (TCP) continuum by the beginning of October. With such outstanding student achievement results last year, we are

incredibly excited about this opportunity to celebrate our teachers and their great success and work.

As we look to the next three months, the team is focused on kicking off the 2015-2016 recruitment and hiring season, officially set to get underway in October. In addition, we will be working closely with the operations and finance teams as we look to implement an effective HRIS solution for employee data management. Finally, we will be supporting the implementation of the second year of TCP and continuing to work to refine and make it an even better development tool for our teachers.

d. Finance Update

The focus of the Finance Team this summer has been closing fiscal year 2014, preparing for and seeing the audit through to completion, and establishing new financial communications tools for fiscal 2015. The audit for the fiscal year ended June 30, 2014 was completed and filed with Denver Public Schools. Financial results for the year were strong and are included in the Finance Committee and Audit Committee reports. No items requiring issuance of a management letter were noted in the audit, showing continued improvement in financial controls. Preparation of materials to complete the 990 tax return has begun as well as plans for the annual audit of the 401(k) plan. Fiscal year 2015 budget to actual reporting began with meetings held at each school. A new reporting tool in Polaris is being used and has received positive feedback. The tool is in a location familiar to School Directors, is easy to navigate and is updated to the general ledger each morning. The Team has remained stable from FY 14 with 5 members—4 full-time and 1 part-time. Coreen Miller is the Director of Finance, Nicole Witcher serves as Accounting Manager, Tony Eberspacher is a Staff Accountant and Matt Cullen-Meyer is the Manager of Finance whose primary responsibility is budget. Raul Padilla is a part-time Accountant who primarily works with accounts payable.

e. Development Update

During the 2013-14 fiscal year, DSST Public Schools raised \$14,209,783.70 in commitments. Of that total, \$4,802,000 is restricted for Vision 2022, \$8,450,735 is restricted for special projects or operating initiatives and \$957,048.70 is unrestricted for general operating support. New funders included Verizon Foundation, Janus Foundation, Charter School Start Up Grants and Sidney E. Frank Foundation. Donors who previously gave to Slice of Pi that diversified their giving and increased their gifts through grants this year included Kaiser Permanente, CH2M Hill, and DIRECTV.

Significant grants received to support network special projects and initiatives are as follows: CH2M Hill gave \$100,000 to increasing STEM college partnerships, DIRECTV and Charles and Lynn Schusterman Family Foundation gave \$250,000 to the Teacher Apprentice Program, Bill and Melinda Gates Foundation gave \$191,000 for Common Core Assessment implementation, Harvey Family Foundation gave \$200,000 for summer school, and Michael and Susan Dell Foundation gave \$178,000 for Polaris expansion. The LAARK Foundation, Foundation for Great Schools, Fox Family Foundation, Kaiser Permanente, Wells Fargo Foundation, Sidney E. Frank Foundation all contributed to the general operating efforts of the network. Similarly, Charter School Growth Fund, Gates Family Foundation, Anschutz Foundation, Fox Family Foundation,

and Piton Foundation contributed to the 2022 Vision expansion plan totaling \$4,802,000. The remainder was given by individuals, parents, and staff members. We have made a strategic shift to diversify our giving pipeline, adding 216 new donors last year; these donors consisted of individuals, corporations, foundations, board members, parents, and staff.

Slice of Pi earned \$651,420.34 through sponsorships, ticket sales, and wishing wall purchases. The number of attendees increased by a third, from 343 in 2013 to 555 in 2014 with ten more individual / corporate sponsors than 2013. Additionally, slightly over 25% of both new and reoccurring sponsors also gave in another capacity this year in addition to Slice of Pi. For the first time, the Development Team created and distributed a donor feedback survey to gain feedback on cultivation and stewardship practices. When asked how likely they were to support DSST: Public Schools on a scale from one to seven, seven being the most likely, the average was 6.2. Slice of Pi was rated highly on this survey, with student demonstrations indicated as the most compelling aspect of the event. **Save the date, May 1st, 2015, for next year's Slice of Pi!**

We would like to recognize Norwood and Barbara Robb for their generous contribution to DSST students and their future success. They have created a Charitable Remainder Trust at the University of Denver intended to provide DSST alumni with scholarships to study STEM majors at the university. This will support numerous students, who wouldn't normally have the financial ability, to attain a first rate college education.

The Development Team is geared up for this fall's grant reporting and submission cycle. We are submitting proposals to Daniels Fund, Harvey Family Foundation, Laura Barton, and Walton Family Foundation. We have submitted proposals to and are waiting to hear back from Lumicore Group (subsidiary of Bill & Melinda Gates Foundation), Louis Calder Foundation, RK Mechanical Foundation, and Nord Family Foundation. Combining all those proposals, we have \$670,000 currently pending. Additionally, we are submitting proposals for three start-up grants from the Colorado Charter Schools Program at the Colorado Department of Education (CCSP: CDE). These CCSP start-up grants are for DSST: Conservatory Green Middle School (opened in 2014), DSST: Cole High School (2014), and DSST: College View High School (opening in 2015). Similarly, we are wrapping up the CCSP start-up grant for Cole Middle School by submitting a final report detailing grant compliance and expenditure. We are also submitting a renewal proposal for Byers Middle School which will be entering year two of the three year CCSP grant. Finally, we are submitting annual reports to Charter School Growth Fund, Louis Calder Foundation, Anschutz Foundation, Daniels Fund, Gates Family Foundation, Michael and Susan Dell Foundation and Sturm Family Foundation this fall.

For the second year in a row DIRECTV highlighted us at their annual charitable golf tournament donating a portion of the proceeds to DSST Public Schools. DSST, Junior Achievement, The American Heart Association, and Sigma Xi (university engineering honors society) were all awarded a portion of the proceeds from the event. They have also generously encouraged many of their employees to volunteer their time to supporting DSST on the ground. This summer, only four days before school started, DIRECTV volunteers selflessly supported DSST: Cole Middle School's move into their new building.

We would like to recognize Norwood and Barbara Robb for their generous contribution to DSST students and their future success. They have created a Charitable Remainder Trust at the University of Denver intended to provide DSST alumni with scholarships to study STEM majors at

the university. This will support numerous students, who wouldn't normally have the financial ability, to attain a first rate college education.

f. Technology Update

Infrastructure Team: The Technology team has successfully completed the network infrastructure build required to support increased student and staff user load at both our existing sites as well as new sites that came online this year. We have completed all functional infrastructure deployments for our new sites at Byers Middle School , Conservatory Green and Cole High school locations.

Laptop Program: We have successfully deployed over 3000 laptops to student and over 120 new computers to staff since the beginning of the school year. To allow for our continuing scale without the corresponding increase in IT Services staff we have implemented several process changes to how we checkout and maintain the student computers. These changes were first deployed at our Stapleton campus last year as a test before making a wider change to the rest of the network. These changes allowed us to reduced checkout time from 5 weeks to 2 and a ½ weeks while also allowing us to reduce disruptions to our students daily schedules during this window.

g. Operating Plan Review (2013-2014)

DSST PUBLIC SCHOOLS | Goals Framework

Ultimate Vision:

To transform Denver Public Schools into the leading urban public school district in the nation and produce 700 college-ready graduates each year beginning in 2022.

Single Common Goal, 2013-2014:

To generate outstanding student achievement at all 7 schools while serving 30% more students.

Strategic Priorities:

INNOVATE

Teacher Career
Pathway

Goal: To successfully implement the TCP across the organization as measured by a completed project plan and positive teacher feedback on implementation

IMPROVE

Literacy:
Reading & Writing

Goal: To improve our reading and writing scores by x percent over last year's end of year results

DEVELOP

Training and
Leadership

Goal: To develop a systemic leadership pipeline that produces more effective leadership training for existing leaders as measured by feedback, and more robust pipeline of future leaders, and better literacy training for teachers

GROW

Systems that
Scale

Goal: Open two new schools to DSST standards and successfully implement the 2013-14 priority projects in our business systems road map to build systems to manage this scale

Systems that Scale	Measured By (Before 8/1/14)	Date Measured	2012-2013	2013-2014	Met/Unmet
85% of Ops New School Startup Plan deliverables completed on time for Cole HS & MS VI	Startup Readiness Plan	8/25	n/a	90%	Met
5.2+ on EOY Survey (schools): "Access to data in Polaris helps me make decisions to improve performance" Note: actual question reads as follows: "Polaris improves my ability to identify trends about my students in a timely manner, which ultimately helps me make more effective decisions."	EOY Survey	June	n/a	4.2 (School Admin Team results were 5.4)	Unmet
80%+ of 2013-14 Systems Roadmap Priorities (as approved by the Home Office leadership team) are completed	Systems that Scale Project Plan	June 30	n/a	Did not make HRIS selection by 6/30	Unmet
5.2+ on EOY survey (HO, SDs, OMs): "Improvements to DSSTs systems make it easier to complete administrative work"	EOY Survey	June	5.14	5.36	Met

Leadership and Training	Measured By (Before 8/1/14)	Date Measured	2012-2013	2013-2014	Met/Unmet
Average LC SD Score 5E: Mentors & Coaches staff members, develops future leaders 4.2 out of 5	Year End School Director Evaluations on LC survey (360+Sup.)	June 15	3.9	4 (data set not entirely complete yet)	Met
School Director Leadership Development Evaluation (5 out of 7)	SD Development Surveys Monthly	Monthly – Final Average in June	Not measured last year	6.1	Met
Contributions are Valued (5.8) & Acknowledged (5.8)	Network Wide Year End Survey	May 1	Contributions Valued (5.8) & Acknowledged (5.6)	5.8, 5.7	Met
75% of Director level hires are internal	Review of Hiring Data	June 15	80%	60%	Unmet
Emerging Leaders (5.2)	End of year survey	May	5.25	5.43	Met
Process of moving into leadership is clear (5.2)	Mid and End of year survey	May	4.79	4.9	Unmet
Moving into leadership is attractive (5.2)	Mid and End of year survey	May	5.07	4.6	Unmet

Literacy	Measured by	Date Measured	12-13 Data	13-14 Data	Met/Unmet
Average 65 MGP in Reading and 72 MGP in Writing across the network	TCAP	In TCAP window- March 10-21	Reading- 62 Writing- 69	Reading- 68 Writing- 70	Met-Reading Unmet-Writing
Average MAP Percentile score across network for Reading and Language increases by 5 percentile points from the Fall to Spring.	Spring MAP tests	April 21-May 16	Reading - 5 points Language- 6 points	Reading-4.2 points Language Usage- 6 points MAP average percentile increase from Fall to Spring for 6 th grade: 7.5 points. <u>New metrics:</u> Network MAP MGP: 60 MGP for reading, 68 for Language 6 th grade MAP MGP: 66 for reading, 72 for language	
Completion of 3 PD sessions in collaboration with school leaders rated above 5.0 on surveys	Survey	3 PD dates: Oct 25 th Feb 5 th April 18 th	N/A	Average response to "This session was valuable" was 5.5	Met
Average score of 3.0 on content literacy TE rubric row in classroom walks done by literacy steering committee in months of March – April.	Literacy Steering committee classroom walks	May 1 st	N/A	Susan out on maternity leave – Did not complete walks in March – April. Average TE Rubric Score across network for "Content Literacy" row = 2.47	

TCP	Measured By (Before 8/1/14)	Date Measured	Last Year's Data	2013-2014 Results	
At mid-year, 80% of teachers agree or strongly agree with the following: "I know how the Teacher Career Pathway Evaluation works"	Network Wide Survey	Mid-Year and June 6, 2014	4.81 (only from pilot participants)	MY survey network response average 5.06/7 EOY survey network response average 4.77/7 67.26% of teachers agree or strongly agree	Unmet
75% of team members see a career pathway at DSST	Network Wide Survey	Mid-Year and June 6, 2014	65% in 2012-2013	71.83% on 2013-2014 EOY survey	Unmet
At the end of year survey, 70% of teachers will agree/strongly agree with the following question: "The teacher career pathway helps me chart my career pathway" (This will be after a conditional question – do you hope to stay in the classroom? Only people who answer yes will answer the question)	Network Wide Annual Survey	June 6, 2014	N/A	EOY survey network average response 3.61/7 40.00% of teachers agree/strongly agree	Unmet
70% of team members believe the Teacher Career Pathway gives fair feedback and placement on the continuum	Network Wide Survey	September 30, 2014	We did not assess in 12-13 since we had not placed teachers.	EOY survey network average response 4.11/7	Unmet
All operations, data and financial plans are ready effective October 1	Team rates completion	November 1, 2013	-	Will be ready effective October 30 th due to delayed data release timeline from DPS for TCAP scores	Unmet

h. Operating Plan Overview (2014-2015)

DSST PUBLIC SCHOOLS | Goals Framework

Ultimate Vision:

To transform Denver Public Schools into the leading urban public school district in the nation and produce 700 college-ready graduates each year beginning in 2022.

Single Common Goal, 2014-2015:

To generate outstanding student achievement at all 9 schools while serving 30% more students.

Strategic Priorities:

IMPROVE

Academic
Interventions

INNOVATE

Fulfillment
Paradigm

GROW

Leadership
Pipeline

DEVELOP

Professional
Development

Areas for Careful Implementation

SPED

Systems
That
Scale

Common
Core

Teacher
Career
Pathway

2014-2015: Fulfillment Initiative Summary

Initiative: Fulfillment

Introduction

As we enter our second decade at DSST, we know that our long-term impact depends on finding ways to support every single member of our team not only to have a fulfilling career, but more importantly, to lead fulfilling lives that combine deeply meaningful professional work with personal well-being – with the ultimate goal of sustaining our team to continue advancing DSST's mission over many years. We can't be an organization characterized by individual and team burnout, losing a third of our staff every year, as we experienced this year and as many charter management organizations throughout the country have experienced repeatedly. Instead, we must be a team that recognizes and supports each other holistically, prioritizing individual and team well-being as an important means of achieving our mission.

This commitment is rooted in our view of the human condition – a belief that each human being strives to be fully known and affirmed for who they are, and to contribute something significant to the human story.

As we begin this journey, we know two things for certain from the research on well-being:

1. **Authentic leadership matters.** If they do not genuinely believe that leaders care about them and their personal and professional well-being, most people will not take a commitment to fulfillment seriously.
2. **There is no one-size-fits-all solution; effective approaches are personalized.** Well-being is a uniquely personal question and there is no one-size-fits-all solution for an entire organization. The most effective "solutions" are likely to come from individuals examining their own behaviors, thinking creatively, and experimenting. As a network, we aim to learn from these experiments.

The following pages describe initiative activities, measures of success, and budget requirements.

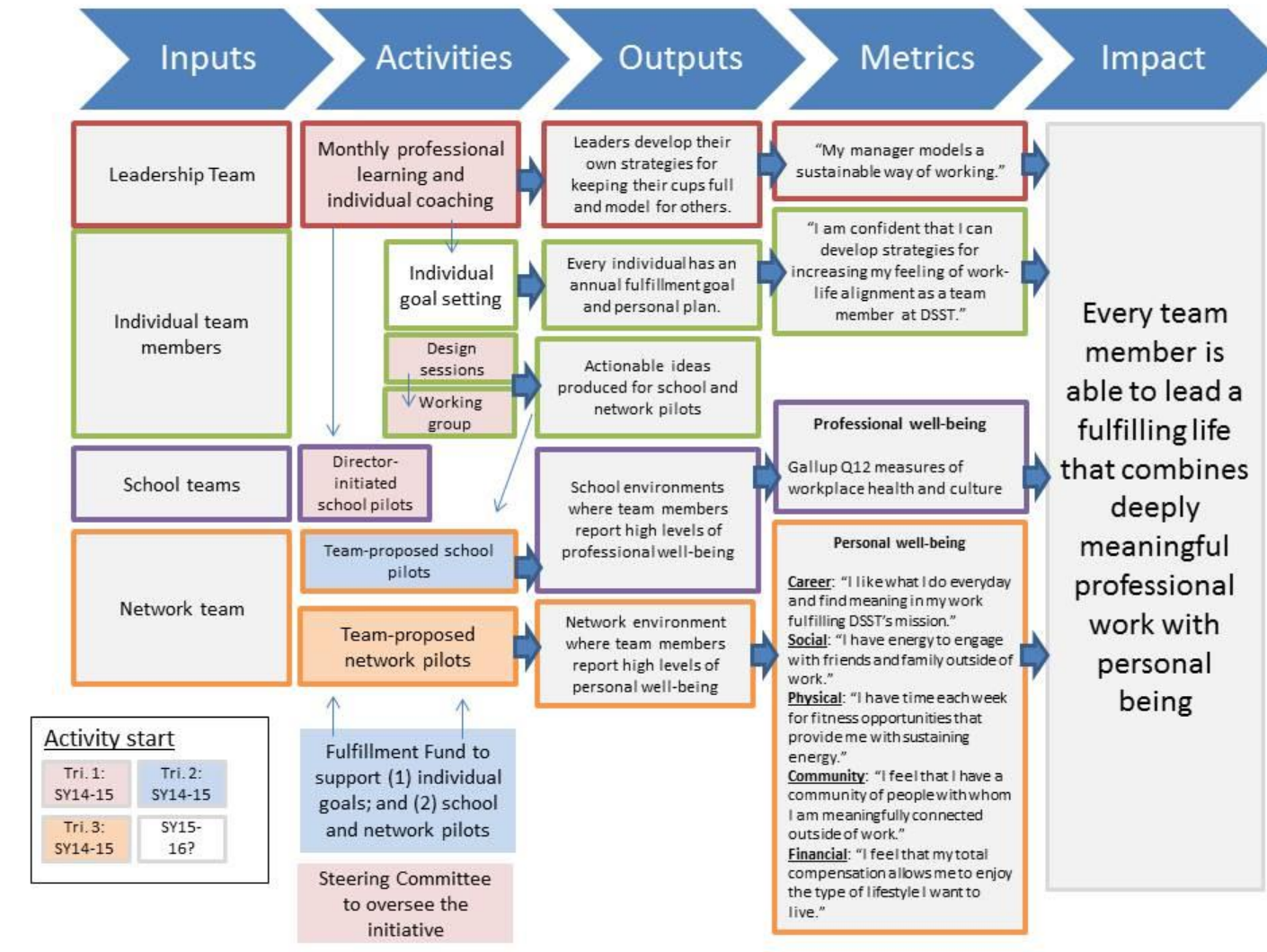


Initiative Steering Committee

Members

Ben Cairns
Bill Kurtz
Christina Carlson
Christine Nelson
Jacob Roddy
Pete Fishman

Overview of 2014-15 Activities, Outputs, Metrics, and Intended Impact



2014-2015 Short-term Priorities

1. Develop leadership practices

- a. Devote portions of each LT meeting to developing practices and competencies for supporting the personal and professional alignment of team members (Sept. – Nov.)
- b. Directors run two pilots – one directed at self, the other targeting team well-being – and collect data about impact aligned to Fulfillment Survey measures (Sept. – Nov.)

2. Engage whole team in designing multi-year strategy

- a. Survey returning staff members (August 12-20 survey window)
- b. Launch communications effort to drive involvement in fulfillment design process (August – September)
- c. Conduct design sessions on each campus and home office (September – October)
- d. Convene cross-organization working group (October – December)
- e. Synthesize and prepare roll out at January return event

Indicators of short-term success

Priority	Key Activities	Outcomes Desired	Metrics
(1) Develop leadership practices	Devote portions of each LT meeting from July to Nov. to leadership development related to fulfillment	Staff report that leadership recognizes, celebrates, and models personal and professional alignment	On mid-year survey, 40% of staff agree with statement: "My manager models a sustainable way of working." (up from 30% on August survey)
	SD's run at least one pilot on their campus	Staff report increases in professional well-being, as measured by Q12	On mid-year survey, 5% increase in Q12 questions aligned to pilots
(2) Engage whole team in designing fulfillment strategy	Survey returning staff members	Staff survey completed	75% completion rate for returning staff survey
	Launch communications effort	Staff participates in design sessions and cross-organization working group	At least 25% of staff participate in design sessions; 4.0 or above for engagement in design sessions.
	Conduct design sessions	Generate ideas to inform cross-organization working group. Help to identify members of working group.	12 members of working group identified. 20-30 specific, actionable ideas generated.
	Convene cross-org working group	Working group produces concrete, specific recommendations for increasing well-being in five core areas	Working group recommendations produced
	Synthesize and prepare roll out	Multi-year strategy announced at return event on January 5	On January return event feedback survey, 70% of staff report support and commitment to DSST fulfillment strategy.

Long-term Initiative Metrics

Indicators of Success/Long-Term Goals	Metrics
Staff satisfaction / self-reported fulfillment	<ul style="list-style-type: none"> - August 2014: Introduce survey to establish baseline data - Winter 2015: 5% above baseline - Summer 2015: 15% above baseline - Summer 2016: 25% above baseline <p><i>Expectation about change from baseline informed by HO basecamp survey results (Sept 2013 – July 2014).</i></p> <p>Five areas of well-being</p> <ul style="list-style-type: none"> - Career: "I like what I do everyday and find meaning in my work fulfilling DSST's mission." - Social: "I have energy to engage with friends and family outside of work." - Physical: "I have time each week for fitness opportunities that provide me with sustaining energy." - Community: "I feel that I have a community of people with whom I am meaningfully connected outside of work." - Financial: "I feel that my total compensation allows me to enjoy the type of lifestyle I want to live." <p>Gallup Q12 questions (career well-being)</p> <ol style="list-style-type: none"> 1. I know what is expected of me at work. 2. I have the materials and equipment I need to do my work right. 3. At work, I have the opportunity to do what I do best every day. 4. In the last seven days, I received recognition or praise for doing good work. 5. My supervisor, or someone at work, seems to care about me as a person. 6. Someone at work encourages my development. 7. At work, my opinions seem to count. 8. The mission/purpose of DSST makes me feel my job is important. 9. My co-workers are committed to doing quality work. 10. I have a best friend at work. 11. In the last six months, someone at work talked to me about my progress. 12. This last year, I had opportunities at work to learn and grow. <p>Overall statements</p> <ul style="list-style-type: none"> - "My manager models a sustainable way of working." - "I am confident that I can develop strategies for increasing my feeling of work-life alignment as a team member at DSST."

Budget

Fulfillment Initiative Budget					
	FY15	FY16	FY17		Assumptions
Revenue					
Private					
Kern Foundation balance	\$ 193,515	\$ 100,000			
Total Revenue	\$ 193,515	\$ 100,000			
Expenses					
Personnel					
Culture position	\$ 78,583	\$ 80,155	\$ 81,758		
Network culture					
Infusion	\$ 31,900				
Culture Book Production	\$ 7,800	\$ 7,956	\$ 8,115		
New School Startup	\$ 1,500				
HO Visual Culture	\$ 1,500				
Culture Grants	\$ 3,500				
Letterhead Design	\$ 2,500				
Brochure Design	\$ 1,500				
LT professional learning					
LT meetings					
Books	\$ 945	\$ 1,035	\$ 1,080		3 books per year for each LT member
Meeting material	\$ 300	\$ 300	\$ 300		\$25 material cost per meeting
Team engagement					
Design sessions					
Materials	\$ 400	\$ -	\$ -		\$40 material cost per session
Food	\$ 8,970	\$ -	\$ -		\$12 dinner cost per participant; 25% participation rate
Working group					
Stipends	\$ 3,120	\$ -	\$ -		\$50 stipend per meeting attended; 80% attendance rate
Materials	\$ 150	\$ -	\$ -		\$25 material cost per meeting
Food	\$ 749	\$ -	\$ -		\$12 dinner cost per participant
Fulfillment Fund - Individual					
Awards	\$ 13,920	\$ 16,440	\$ 18,760		\$100 average award; 40% staff award rate
Fulfillment Fund - Schools					
Pilot allocation	\$ 9,000				\$1000 pilot allocation per school
Implementation	\$ 25,000	\$ 55,000	\$ 60,000		\$5000 implementation per school; 5 schools in FY15
Fulfillment Fund - Network					
Pilot allocation	\$ 5,000				\$5000 network pilot allocation
Implementation	\$ 25,000	\$ 25,000	\$ 25,000		\$25000 network implementation cost
Total Expenses	\$ 221,337	\$ 185,886	\$ 195,013		
Surplus/(Deficit)	\$ (27,822)	\$ (85,886)	\$ (195,013)		
Cumulative Surplus/(Deficit)	\$ (27,822)	\$ (113,707)	\$ (308,720)		

2014-2015: Intervention Initiative Summary

Initiative: Intervention: Special Education, ELL, and Performance Band 1 students

Overview: The goal of this initiative is to provide a path to proficiency and college for Special Education, ELL, and Performance Band 1 students by:

- Increasing student academic outcomes
- Improving the student experience at DSST
- Closing the gaps between these students the general DSST population.

Problem Statement: Certain at-risk groups of students at DSST experience disproportionately high intervention and class failure rates, have the lowest growth and proficiency achievement data in the network, and feel highly dissatisfied with their DSST experience. This leads to, among other things, these students leaving DSST for other schools, and likely never being college ready. It is critical to our mission of serving all students that we tackle these issues head-on, and that we do so now. This motive is reinforced by a resounding call to action from our schools.

Vision:

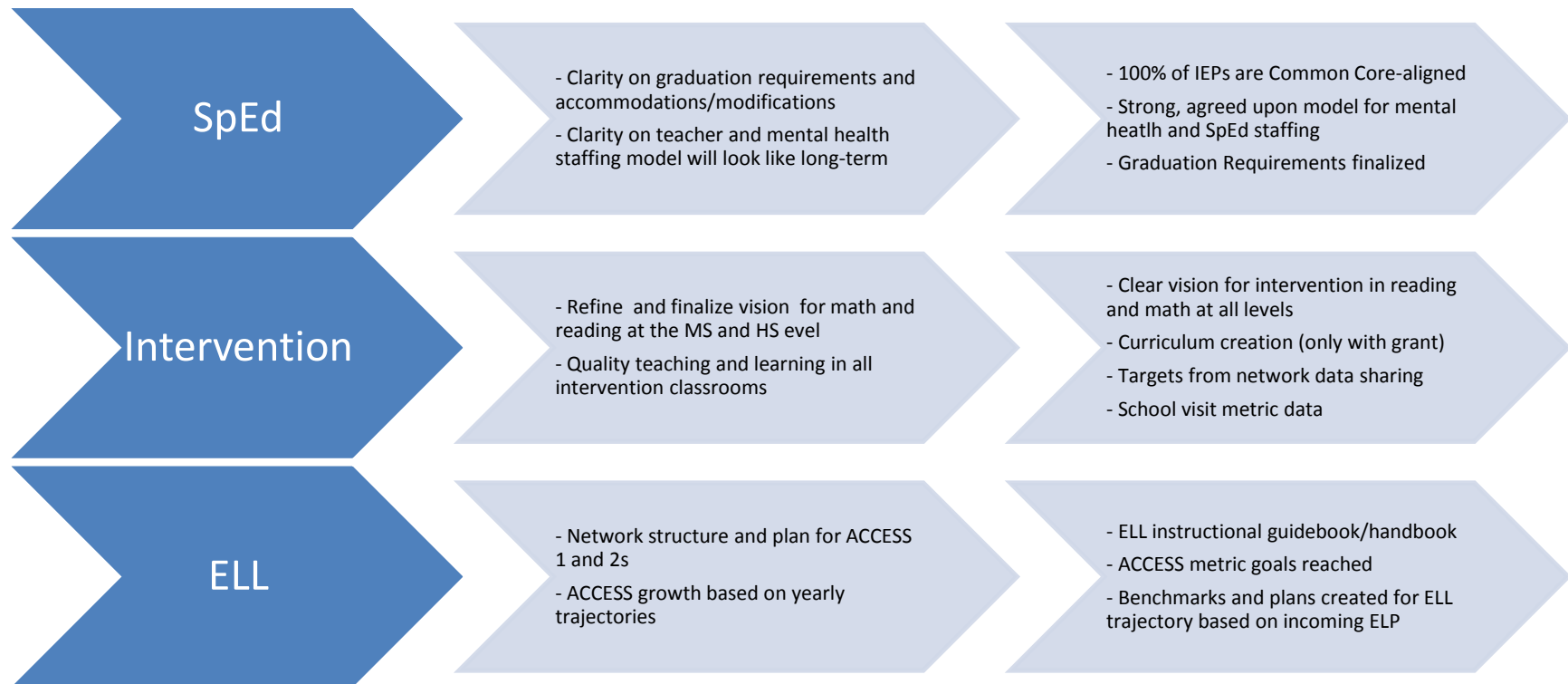
Every DSST student will have a clear path to college, which will begin with a pathway to proficiency. Since each student's pathway starts in a unique place, every student will be provided the individualized support that they need to maximize their development. This support will extend beyond academics into behavioral, processing, and social emotional.

Both students and teachers will be invested in student growth and success, and will be able to track this progress through a variety of measures. Staff members will celebrate the opportunity to help our highest need students advance along their pathway.

Initiative Steering Committee

Members
John Clark Lisa Rubin Susan Barrett Lauren Snella Mike Biven Shawn Smith Jake Firman Nicole Fulbright Lizzie Melia Connor Allman Brittany Bernacchi Cody Spohn

Interventions Year 1 Key Outcomes and Success Indicators



Prioritized Reading Standards			MAP MGP			EXPLORE		ACCESS	
Grade	Avg	Pro f	MGP	R	M	Subgro up	Score	Lev el	TCAP MGP
6-8	50	20	6	70	70	Int	16	1-4	70
9	70	60	7	60	70	SpEd	16.5	5-7	75
Math IA/Finals			8	65	70	ELL	16		
6-8	70	50	9	80	70				

Outcomes Detail:

	2014-2015		2015-2016	
	Academic	Cultural	Academic	Cultural
Intervention	<ul style="list-style-type: none"> - See detailed academic achievement goals above 	<ul style="list-style-type: none"> - 5.1+ survey response for the following questions: - I feel supported by the Home Office in working with SpEd, ELL, and PB 1 students. (by admin) 	<ul style="list-style-type: none"> - Grade Data - Long-term ACT Metric - Culture Data Equity (CP, Refocus, etc.) 	<ul style="list-style-type: none"> - Attrition Metric (80% of students that start at DSST) - Feeling of Success
SpEd	<ul style="list-style-type: none"> - SpEd data metric (Progress monitoring or STAR) - Pathways to Graduation and Graduation Requirements 	<ul style="list-style-type: none"> - The Home Office is moving in the right direction in their strategies to support struggling students. (by all staff) - The admin team member responsible for Special Education has the knowledge necessary to support me with my instruction and caseload. (by Special Education teachers) - I feel supported by the Home Office in meeting compliance expectations and fulfilling instructional duties for students in Special Education. (by Special Education teachers) - I feel supported by the Home Office in creating a quality intervention course that meets the needs of my students. (by Intervention teachers) 	<ul style="list-style-type: none"> - Grade Data - 80% of IEP goals are met for students that have been in the network for at least one year - Student and Teacher level Polaris reporting for Special Education - SpEd service clarity—model - Long-term ACT Metric - College Readiness Tracking for all students in Special Education - Culture Data Equity 	<ul style="list-style-type: none"> - Attrition Metric - Feeling of Success
ELL	<ul style="list-style-type: none"> - Creation of instructional handbook - Network plan and structure for ACCESS 1 and 2s - Trajectory benchmarks created based on incoming EIP - See ACCESS scores above 		<ul style="list-style-type: none"> - Grade Data - Long-term ACT Metric - Culture Data Equity 	<ul style="list-style-type: none"> - Attrition Metric - Feeling of Success

Strategies to Achieve Outcomes:

This initiative will focus on five key strategies for reaching our outcomes

- Improve data and understanding of our learners
- Improve quality of intervention classes
- Improve the culture of schools in serving all students well
- Innovate and specialize services academic programming for students with unique needs
- Professional Development

Execution Tactics:

All Students		
<ul style="list-style-type: none">- Review and analysis of 13-14 Data- Creation of Data Analysis Resources (templates, Polaris reports, etc.)<ul style="list-style-type: none">o Data collection protocolo Progress monitoring tools- Whole School PD- Creation of Learner Profiles and Resources Documents- Creatively utilizing After-School Time- College Readiness Tracker Tool- Refine and innovate on multi-tiered support services		
SPED	ELL	Interventions
<ul style="list-style-type: none">- Special Education Admin PD- Special Education Teacher PD- Special Education Services Handbook and SpEd role clarity- Common Core/ IEP alignment- Analyze SPED Service Structure- Graduation Requirements- Multiple Pathways to Graduation	<ul style="list-style-type: none">- ELL Teacher PD- ELA Training Channel- ELD Block Teacher Training- Piloting Intensive ELA support (ELA-S staffing, push-in, pull-out)- Pilot true ELD block- Newcomer Protocol- ELL Instructional Guidebook	<ul style="list-style-type: none">- Intervention Teacher PD- Creation of curricular resources- Building the culture of inter-vention for improved student buy-in and teacher staffing- Personalized Learning Intervention Pilot- Leveraging Apprentice Teachers in Intervention classes- Network guidelines on intervention placement- Common assessments

Full Implementation

Targeted Piloting

Research and Background Work

Resources:

Funding estimates:

Expense	When	Detail	Cost	Source
SpEd Teacher Working Group Stipends	14-15	- Stipending our Teacher Working Group	\$2250	Already in Budget
ELL Teacher Working Group	14-15	- Stipending our teacher working group	\$2025	Already in Budget
ELA-S Teacher Stipend	14-15	- Stipending ELA-S teacher for network work and initiatives	\$1500	Needs budget
PD Food	14-15	- Whole school/teacher group food	\$300	Already in Budget
Conferences	14-15	- Courage to Risk - PEAK Conference	\$1100	Already in Budget and Compact Blue
ELL Trainer Stipends	14-15	- Network Year 1 Trainer	\$450	Already in Budget
School Visit Travel	14-15	- Travel for 7 network staff to visit innovative, national leaders in intervention, SpEd work	\$7420	Already in Budget
Phonics/Reading Resources	14-15	- Phonic Program-Boost/Blitz - QuickReads toolkit	\$2300	Already in Budget
Orton Gillingham Training	14-15	- one staff member trained in OG	\$1000	Already in Budget
Misc. Books and Resources	14-15	- TBD	\$200	Already in Budget
Psych Assessments	14-15	- Purchasing psych assessments to create learner profiles	\$4000	Already in Budget and Compact Blue
Summer Work	14-15	- Handbook/curricular resource creation	\$5000	Already in Budget and Compact Blue
Consultant Services	14-15	- Develop psych assessment tools - Get support transitioning to DSST-hired Psych staff	\$15,000	Needs Budget
Personalized	14-15	- Innovative pilot	\$45,000	EdTech budget

Learning Pilot School/Network-wide suite of digital tools		with new intervention structure - Heavily supported with digital tools		
DSST Psych/SW Staff	15-16	- Moving away from DPS allocated resources for MHS	\$435,000	DPS reimbursement, Title I funds
ELL Specialist	15-16	- HO ELL Specialist salary and benefits	\$70,000	
HO SpEd Support	15-16	- Coaching network teachers in specialized instruction	\$70,000	
HO Center Program Coordinator	16-17	- Managing vision and development of DSST Center programming	\$85,000	

Year 1 First Half Work Plan

	Work Task	Leader	Timeline
July	Present to Leadership Team Strategic Priority Document and Work Plan	Ingrid	July 1
	Creation of Data Analysis Template for Intervention classes	Steve	August 10
	Creation of Curricular Resources for Intervention classes	Susan/ Lizzie	July 31
	TCAP/ACCESS data reflection sheet for School Directors	Steve	August 10
	Complete Special Education Services Handbook	Ingrid	July 31
	Explore psych assessments and neurodevelopmental profiling	Ingrid	August 1
August	Professional Development for SpEd teachers	Ingrid	August 11, 19
	Professional Development for all SpEd Admin	Ingrid	Sept 30
	Graduation/Assessment accommodations process	Ingrid	Sept 30
	Professional Development for Intervention teachers	Susan/Lizzie	August 11, 19
	School-level implementation of curricular and data resources	Steve/ Susan/Lizzie	August 25
	Pilots Begin- ELA-S teacher and ELD Block	Connor	August 25
	ELA Training Channel Year 1 Session	Connor	TLI
	Pilot Review and Support Process Defined and Implemented	Mike	August 29
September	Create plan for network sharing of data for SpEd, ELL, PB1	Ingrid/Carolyn	Sept 9
	Extended data meeting template complete and communicated	Steve	Sept 9
	College Readiness Tracking Tool Pilot	Ingrid	November
	Graduation Requirements Research	Ingrid	November
	ISC data monitoring and review (monthly look at planning documents, progress monitoring data, teacher rubric data)	ISC	Sept
	Evaluate ELA pilots- 1	Connor	Sept
October	School Visits	A-Team	October 9
	Newsletter update on Interventions	Ingrid	October
	Financial modeling and research for DSST psych dept.	Ingrid	November
	ISC data monitoring and review	ISC	October
	Math Intervention Teacher Focus Group	Lizzie	October
November	Tri 2 Pilots Initiated	Mike	November
	PD for observers as part of ILD	Ingrid	November
	School Visit 2	A-Team	November
	ISC data monitoring and review	ISC	November
	Evaluate ELA pilots- 2	Connor	November
	Data Meetings Tri 1	Steve	November
	Launch Tri 2 MTSS Changes	Ingrid	November
	Intervention Whole School PD	Ingrid	Nov 23
	HS Reading Intervention Focus Group	Susan	November
	Newsletter Update on Interventions	Ingrid	December
Dec	ISC data monitoring and review	ISC	December
Jan	Intervention Content-based PD as part of network PD day	Ingrid	Jan 5

2014-2015: Professional Development Initiative Summary

Initiative: Professional Development

Vision: DSST Public Schools seeks to build a best in class people development model that quickly fosters teacher effectiveness, raises the bar of overall teacher and team member performance in DSST, and positively impacts student achievement. This people development model will be built and executed with our people at the center.

Professional Development Guiding Beliefs:

1. We believe that this work (developing people) places value on individuals, allows them to grow in many ways, and strengthens their commitment to our organization and mission.
2. DSST is a learning organization with a community of individuals, having a diverse range of experiences and abilities, engaged in continuous professional growth and learning.
3. Professional development is a partnership between the individual staff member, their manager, and the larger network.
4. Professional development occurs through a variety of experiences and opportunities, not in one particular format or setting.
5. Professional development at DSST is a continuum of required, teaching and instruction practices, at the novice level and grows to more individually selected and experiential opportunities at the master level.

Outcomes:

The success of this initiative will be measured through successful completion of the following:

Professional Development Indicators of Success/Long-Term Goals	Survey Question (Goal)
Survey Results	<ul style="list-style-type: none"> • Academics – Network Survey <ul style="list-style-type: none"> ◦ C3 – participating improved effectiveness (4.5) ◦ C3 – participation helped drive collaboration (4.5) ◦ DSST provides strong leadership on curriculum, instruction, and assessment (5.2) • HO/Leadership/Job Satisfaction - <ul style="list-style-type: none"> ◦ Professional pathway at DSST (80%) ◦ New – Professional development opportunities at DSST appropriate to my needs and experience. (5) ◦ New – Professional development positively impacted my effectiveness. (5) ◦ New – Perception that Network Professional Development is moving in the right direction. (5) • NTT survey results – <ul style="list-style-type: none"> ◦ NTT Sessions – Individual session and Overall average of 5 ◦ NTT Yearlong Program – Individual session and overall average of 5 • AT survey results – overall session and program average of 5
Human Capital Data	<ul style="list-style-type: none"> • Staff retention percentage (85%) [Lead and Master Teachers (90%) – based on first TCP placement] • Movement (or scoring at a higher level in year one) of Novice, Developing, and Accomplished movement into next level (80%) of those eligible to move up. • Apprentice teacher hire rate (80%)
Other areas to measure	<ul style="list-style-type: none"> • Improvements in Teacher Effectiveness [80% of staff demonstrate MY to EOY growth in TE Rubric average]

2014-2015 Leadership Initiative Summary

Initiative: Leadership

Overview: We seek to build a world-class leadership development pipeline

Problem Statement:

Currently we have a limited leadership pipeline that is producing insufficient quantity of leaders throughout the organization. We have challenges in all areas – creating a pipeline, training new leaders and providing stronger on-going development for our existing leaders.

Key Questions to Better Understand:

- How do we create a continuous leadership development cycle that is embedded in everything we do?
- How do we make leadership more attractive to internal candidates which creates a larger pipeline?
- What behaviors/indicators make leaders successful – what competencies can be learned and which ones can't?
- How best to prepare and develop leaders over a five year period such that they continue to grow into the job.
- How best to retain leaders – keeping them for an average of 5 years.

Other Research, Organizations, People that we Should Seek Out

- Top performing CMOs across the country
- Successful private organizations/companies that have very strong people and leader development programs
- Graduate school and leadership development programs
- Other professional fields philosophy and approach to development (ex: Medicine)

How does this initiative connect to DSST's people development philosophy? (if a people initiative?)

- Developing great leaders is the core to the health of developing people. Our leaders will create the culture, opportunities and development to be a great place to work. In, short School Leadership Career pathway – this work will cover functional competencies, personal growth, and leadership competencies

Indicators of Long Term Success/Goals (3-Years Out):

Indicators of Success/Long-Term Goals	Possible Metrics
Healthy internal pool of leaders	75% of leaders hired internally
Healthy external pool of leaders	% selectivity
Leadership performance	XX% of leaders meet performance benchmarks established for their role (includes school performance, staff retention, staff satisfaction, student retention, student and parent satisfaction)
Retention of school leaders	Average tenure of 5 years in school leadership role
A succession plan that identifies two capable leaders for every leadership position in the organization	2x people for each leadership position (down to house leader and department chair)

Indicators of Short-Term Success/Goals (by end of 2014-2015 school year):

Indicators of Success/Long-Term Goals	Possible Metrics
Leadership Programming Success	80% of participants that agree or strongly agree that leadership programming contributed to building their leadership skills (on EOY survey)
Recruitment and selection	80% of mid-level leadership candidates selected meet revised selection criteria; 30% of mid-level leadership hires come from a diverse background
Retention of leaders	Retain 70% of all school-based leadership in network (Deans, DCIs, SDiTs, ASDs, SDs)
Leadership perception	75% of all DSST staff agree or strongly agree that moving into a leadership role at DSST is attractive

Theory of Action / Strategies:

- Strategy 1: Research best in class leadership development models (for-profit and non-profit), analyze the DSST current model, and rebuild leadership strategy based on learnings and analysis. Will include research and analysis of leadership vision, compensation, performance metrics, leadership competencies, pipeline programs and pipeline needs, and retention.
- Strategy 2: Continue to implement and refine our current leadership development programming for this year, hire needed leadership talent for 2015-2016 school year, and build lessons learned and insights about our programming from this implementation that can be used to refine programming in the future
- Strategy 3: Imbed a culture of leadership development into the organization (aka, *Talent Masters*) and refine how this is implemented through research and analysis completed in strategy 1

Work Plan Sept 2014-Dec 2014

Strategy 1

Key Action	Steps	Date Completed	Who is Involved	Outcomes/Metrics
Reset DSST Leadership Vision				
	Build robust, future-thinking vision of leadership at DSST that captures the essence of our people philosophy, our growth needs, and what we aim for our best leaders to be able to accomplish	10/3	Bill, Jen, Christine, Rochelle, Stefan *need to consider if others should be involved	Reset vision that includes the
Complete analysis and research of DSST's current leadership pipeline and programming and excellent outside resources				
	Hire capacity to complete research and analysis (either consultant or individual hire)	9/30	Jen, Bill	Capacity secured by Sept 30 th
	Complete analysis of current leadership program <ul style="list-style-type: none"> • Attending current leadership dev programming/seminars and observing • Interviews with current leaders and potential leaders • Interviews with leaders who have left their positions • Interviews with leadership coaches • Interviews with the "users" of SDs – some school staff 	11/7	TBD capacity, Jen, Bill, Christine, Rochelle, Stefan, SDs, current and former SDiTs, various school staff	Weekly briefs on current learnings Draft 1 of analysis deck: 10/31 Analysis deck complete by 11/7
	Conduct research on best-in-class leadership development programs	11/7	TBD capacity	Weekly briefs on learnings Draft 1 of analysis deck: 10/31 Analysis deck complete by 11/7
	Prepare and present brief on analysis of current program and research, including 3-4 key recommendations	11/21		Presentation complete
Using vision, research, and analysis, reset DSST leadership competencies				

	Revisit leadership vision and ensure still resonates with team	12/3	Jen, Bill, Christine, Rochelle, Pete	
	Start fresh: Build initial list of all leadership competencies needed based on best in class research and analysis	12/3	Jen, Bill, Christine, Rochelle, Pete	
	Bring draft 1 of revised leadership competencies to SALT for feedback	12/10	Jen	
	Bring draft 1 of revised leadership competencies to SD group for feedback	12/16	Jen	
	Revise and bring draft 2 of leadership competencies to SALT for feedback	12/17	Jen	

Strategy 2

Key Action	Steps	Date Completed	Who is Involved	Outcomes/Metrics
Rebrand and reframe EL as a selective leadership seminar and use the opportunity to hold current high potential leaders close				
	Send out revised and updated EL application and messaging	9/17	Jen	Capacity secured by Sept 30 th
	Reset programming objectives and cadence and bring to SALT for feedback	9/17	Jen	
	Identify and meet with/communicate with HP leaders to encourage to apply	By 9/26	Jen	
	Draft selection process and bring to SALT for feedback	10/1	Jen	
	Complete session plans through December and bring to SALT for feedback	10/8	Jen	
	Execute first session	10/28	Jen, Rochelle, Bill	
Make selection decision about SD for CV HS				
	Determine number of SDs needed for the 2015-2016 SY	9/20	Bill, Rochelle, Jen, Christine	
	Develop SD selection process and bring to SALT for feedback	9/24	Jen	
	Announce selection at October LT meeting	10/14	Rochelle	
	Announce selection to whole team	By 10/31	Bill	
Constantly reflect and refine current ILD, CLD, and SDiT programming				
	Build structure for reflecting on participant survey results	By 9/30	Rochelle	

	with SALT			
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Strategy 3

Key Action	Steps	Date Completed	Who is Involved	Outcomes/Metrics
Build reflection protocol and core competencies for quarterly talent stepback				
	Schedule Q1 talent stepback for after all school visits are complete	9/17	Jen	
	Draft protocol and core competencies to use in stepback	10/3	Jen	Capacity secured by Sept 30 th
	Get feedback on protocol and core competencies <ul style="list-style-type: none"> Use individual conversations and SALT 	10/8	Jen, Rochelle, Bill, Christine, Stefan, Pete	
	Revise and update protocol and core competencies and prepare stepback agenda and share with team	10/15	Jen	
Deeply know our leaders through a successful quarterly stepback and set action steps for highest potential leaders				
	Execute talent stepback and set next steps for all leaders and gain feedback for how to improve	10/17	Jen, Rochelle, Bill, Christine, Stefan, Pete	
	Set time for next quarterly stepback	10/17		
Support SDs to start to build a culture of leadership development				
	SD 1:1 meetings over the course of Sept/early Oct to reframe all the people initiatives and start to build reflection time on leaders into their work plans	By 10/3	Jen, Rochelle, Stefan, Pete	
	Determine different responsibilities related to leadership development for SDs and divide among team	10/3	Jen, Rochelle, Stefan, Pete	
Build understanding and coordination among team for people work driving from HC team and how to communicate with that shift				
	Discuss goals, priorities, and reflect on work over the past three weeks and develop plan for this coordination and communication	By 9/30	Jen, Rochelle	

i. Monthly Initiative Updates, September 2014



Operating Plan Dashboard Update: September

INNOVATE

Fulfillment
Paradigm

IMPROVE

Academic
Interventions

DEVELOP

Professional
Development

GROW

Leadership
Pipeline

Fulfillment

Overall Status: **Green**
Overall Percent Complete: **5%**

Number of Overdue Items: None.

List of Overdue Items: None.

Monthly Overview:

This month was focused on launching the initiative via the following activities:

1. *Develop leadership practices:* Met with School Directors to review data and brainstorm school-level actions.
2. *Develop leadership practices:* Session scheduled during September 9th LT meeting to develop action plans.
3. *Engage whole team:* Surveyed returning staff members to establish baseline data about Fulfillment at DSST.
4. *Engage whole team:* Launched communication effort to drive involvement in design sessions.
5. *Other:* Ran five fulfillment sessions at Infusion.

Priority	Key Activities	Outcomes Desired	Metrics	Status
(3) Develop leadership practices	Devote portions of each LT meeting from July to Nov. to leadership development related to fulfillment	Staff report that leadership recognizes, celebrates, and models personal and professional alignment	On mid-year survey, 40% of staff agree with statement: "My manager models a sustainable way of working."	Baseline data established. 30% agree with statement.
	SD's run at least one pilot on their campus	Staff report increases in professional well-being, as measured by Q12	On mid-year survey, 5% increase in Q12 questions aligned to pilots	Baseline data established.
(4) Engage whole team in designing fulfillment strategy	Survey returning staff members	Staff survey completed	75% completion rate for returning staff survey	76% completion rate.
	Launch communications effort	Staff participates in design sessions and cross-organization working group	At least 25% of staff participate in design sessions; 4.0 or above for engagement in design sessions	RSVPs for first session (Byers) tracking at 42% attendance
	Conduct design sessions	Generate ideas to inform cross-organization working group. Help to identify members of working group.	12 members of working group identified. 20-30 specific, actionable ideas generated.	Not started
	Convene cross-org working group	Working group produces concrete, specific	Working group recommendations produced	Not started

		recommendations for increasing well-being in five core areas		
	Synthesize and prepare roll out	Multi-year strategy announced at return event on January 5	On January return event feedback survey, 70% of staff report support and commitment to DSST fulfillment strategy.	Not started

One Major High Point:

Very high overall Gallup Q12 network average (4.19 out of 5) suggests that we are building from a strong foundation in the area of professional well-being.

Issues/Risks & Mitigation:

Risks	Mitigation
Leaders deprioritize their own and their teams' fulfillment amid pace and urgency of other activities.	<ul style="list-style-type: none"> - Leadership Team members set clear goals and action plans in this area. - Fulfillment integrated into staff culture component of School Visits. - HO Directors set individual goals around fulfillment.
Team members do not engage in strategy-setting process.	<ul style="list-style-type: none"> - Building brand and enthusiasm around process. - Conducting individual outreach to team members. - Inviting team into process through range of communication channels (1:1, blog, weekly newsletter, School Director outreach).

Upcoming Asks for School Directors (60 days):

- Attend design jam at your school (see schedule for your school's date).
- Encourage team to participate in design jams (be sure to reiterate encouragement during the one week immediately preceding design jam).
- Nominate team members to serve on cross-organization working group (applications to join the working group will be due in mid-October).

Current Talking Points for Leadership Team:

- As a network, we aim to support each other not only to have a fulfilling career, but more importantly, to **lead fulfilling lives that combine deeply meaningful professional work with personal well-being – with the ultimate goal of sustaining our team to continue advancing DSST's mission over many years.**
- We are at the early stages of this initiative. We need the entire team involved in sharing thoughts / reflections / ideas to help define our work in this area.

Professional Development

Overall Status: **Red** **Yellow** **Green**

Overall Percent Complete: **15%**

Number of Overdue Items:

3

List of Overdue Items:

- Video and curricular resource archive – need to share structure and solicit team to identify and share exemplar resources
- TLI, C3, and Summer NTT debrief and decisions for next year
- PD vision/strategic committee work

Monthly Overview:

To date, most PD work has been focused on preparing and delivering our current PD structures/events. This includes summer and yearlong NTT, AT program, network PD days, and C3. We are green on current PD offerings, yellow on exemplar resource curation, and red on PD strategic vision work as it relates to a larger PD vision.

One Major High Point:

Feedback suggested successful execution of the August 11th and 19th PD Days to kick off the school year. This was rated highly by staff as a great use of time to start the school year. Below is a snapshot of overall session evaluation for both days (7 scale).

Date	I am satisfied with the PD opportunities provided today.	The session leader(s) created an atmosphere that was enthusiastic, interesting, and conducive to a collegial professional exchange.	This session was well-planned and executed.	The lesson plan, activities, assignments, and materials provided were high quality and useful.	This session allowed for productive collaboration and/or practicing of new learning.	This session was relevant and appropriate to my experience and needs.	This session supported my ability to effectively implement the Common Core State Standards (CCSS)	Overall Average
11-Aug	5.56	5.91	5.93	5.83	5.78	5.74	5.46	5.76
19-Aug	5.86	6.16	6.08	5.94	6.23	6.01	5.75	6.03

Issues/Risks & Mitigation:

Breaking out of the cycle of focusing on what is current and the next event and engaging in the larger work. The steering committee has yet to reconvene and we have yet to begin research on what are effective models and best practices in professional development. It is anticipated that this work will pick up at the home office level and with the steering committee beginning in October. At this point, the NTT program, AT program, and C3 programs will be rolling along. The Jan 5th plan will be the next big event.

Upcoming Asks for School Directors (60 days):

- Participation Steering Committee if you 're on the team
- Feedback on Jan 5 PD day after TCP placement and proposal for day is created

Current Talking Points for Leadership Team:

Where leaders have thoughts about the effectiveness or delivery of our current PD structures please share those with Jeff so he can capture this feedback. Similarly, if you have ideas/suggestions about what you believe will be most effective, please share that as well. The fall will be the time we begin to explore from best practices and effective models in order to begin designing a proposal of what PD can/should look like for our growing network.

Leadership

Overall Status: **Red** **Yellow** **Green**

Overall Percent Complete: **10%**

Number of Overdue Items:

1

List of Overdue Items:

Progress on research and reflection work on successful leadership development in other sectors and reflection on current systems and structures at DSST.

Monthly Overview:

This month was focused on initial trainings for school leadership team members (Deans, DCIs, ASDs, SDiTs) and beginning to build the foundation of a team to execute the larger strategic initiative work.

One Major High Point:

Successful execution of Instructional Leadership Development (ILD), Cultural Leadership Development (CLD), and New Leader Development (NLD) sessions in August before the start of school.

Below is a % of participants in each session that agree or strongly agree with the following questions following the August session.

- Session made me a better leader
- Session was focused on the right things

	CLD	NLD	ILD
Session made me a better leader	83%	100%	83%
Session was focused on the right things	94%	100%	96%

Issues/Risks & Mitigation:

Building time and team capacity for the planning and execution of broader research and reflection of current leadership development. Key contributing factor is new team members and team members returning from leave. Now that team is 100% in place, will be able to move forward on work in a more swift manner.

Upcoming Asks for School Directors (60 days):

Applications for Emerging Leaders program released on Sept 12th. Further information will be shared at Sept 9th LT meeting. SDs will need to be prepared to give references for school-based team members that apply to the program.

In mid-October, Stefan and Rochelle will be sharing with all school teams an overview of all leadership development programs at DSST. Please be prepared to work with them on the scheduling for this presentation.

Jen will be reaching out for time towards the end of September to the beginning of October to do a reflection and step-back on DSSTs current leadership development, what works, and what can be improved.

Current Talking Points for Leadership Team:

DSST is very focused and committed to reflecting on and improving leadership development and strives to be an organization that retains and develops our highest performing team members to be successful and high-impact leaders for our student, schools, and organization. We will be really digging into our current practices this year to ensure we realize this goal.

Interventions

Overall Status: **Red** **Yellow** **Green**

Overall Percent Complete: **0%**

Number of Overdue Items:

1

List of Overdue Items:

SpEd Handbook

Monthly Overview:

This month was largely focused on rolling out changes in curriculum for intervention classes through the use of the guiding documents for reading and math. We've also been focused on creating the pilot process for our schools and developing project plans to roll out these pilots in Tri 2. In addition to this, school SpEd teams have been conducting initial meetings and beginning to roll-out meeting processes that we introduced this summer.

One Major High Point:

We have strong buy-in right now from DCIs for the shifts in reading intervention and school teams feel stronger with messaging that will hopefully translate to strong implementation.

Issues/Risks & Mitigation:

- Implementation of intervention classes changes
- Pilots—schools have a negative view of pilots and how they've worked in the past. We will be working diligently through project planning and the design process to demonstrate to schools how we plan to create a process of continual improvement to ensure quality, worthwhile pilots that have immediate and then network impact.

Upcoming Asks for School Directors (60 days):

- LT meeting engagement and participation next week!
- all other asks will be funneled through DCIs and SpEd Admin

Current Talking Points for Leadership Team:

- schools should be primarily focused on reaching foundational effectiveness in reading intervention classes by focusing on the prioritized best practices from the reading intervention guiding document
- SpEd admin should be attending their team's SpEd meetings for at least the first few as teams get settled with new service providers, etc.



VII. Finance Committee

Denver School of Science and Technology Public Schools Finance Committee Charter September 10, 2014

Role

The finance committee will assist the DSST Public Schools board of directors in providing financial oversight for the organization. Areas of oversight include annual budgeting, long term financial planning, investment planning and oversight, and financial reporting. The finance committee will annually review and assess the adequacy of its charter, develop an annual task schedule and request board approval.

Authority

The finance committee is empowered to:

1. Assist in the development of an annual operating budget with staff,
2. Discuss the budget within the finance committee and present the budget to the board of directors for final approval,
3. Monitor adherence to the budget and highlight any significant known or expected variances for the board,
4. Assist in the development of long-range financial plans with staff and keep the board informed about the long-term financial health of DSST.
5. Develop, recommend, implement and monitor compliance with an Investment Policy Statement. Hire and supervise the investment manager.

Effective finance committees fully engage in the annual budgeting process in cooperation with the Director of Finance and senior staff. In addition to developing an annual budget, the committee should also review long-term financial goals. These goals might include, for example, the creation of a board designated reserve fund. The finance committee will work with the Director of Finance to determine the financial implications of the DSST Vision plans and will oversee the creation and maintenance of a long-term financial plan that will support it.

The finance committee is responsible for working with management to maintain a current understanding of the long range forecast, the sensitivity of that forecast to changes in assumptions, and assessing the likelihood of uncertain future events that would affect cash needs, both positively and negatively, so that they may guide the advisor on the investment and reinvestment of the assets committed to the investment program in a manner consistent with the Investment Policy Statement.

Membership

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

Operational Principles

The finance committee will operate under the following principles.

Reporting

Effective finance committees require the Director of Finance to provide highly contextual reports clearly communicating the organization's financial and cash position, its adherence to the budget, its allocation of resources toward the accomplishment of its mission, and its support of any donor-imposed restrictions on contributions. Having a predetermined list of reporting expectations permits staff to allocate enough time to produce accurate, high quality reports and not be caught off guard by ad hoc requests. In addition, these reports should help to focus the board's discussion about expected outcomes and potential strategies for overcoming setbacks or changes in the financial environment

The finance committee shall report to the entire board on the status of the investments not less than quarterly, also confirming that the investments are in compliance with the Investment Policy Statement.

Internal Controls and Accountability Policies

Although the entire board carries fiduciary responsibility for the organization, the finance and audit committees serve a leadership role in this area, making sure management establishes and follows appropriate internal control procedures for all financial transactions. The finance committee is charged with ensuring management's compliance with policies that protect the organization and manage its exposure to risk. These policies may include but are not limited to:

1. Personnel policies,
2. Asset protection policies,
3. Insurance requirements and reviews, and
4. Record retention.

The committee works with management to determine bank account signatories as well as overseeing all financial legal and governmental filing deadlines are met.

Role of the Chair

The board treasurer, whose specific duties are described in the organization's bylaws, will be the finance committee chair. In practice these duties require an overview role and the Director of Finance largely handles daily transactions.

Specific duties of the chair include:

1. Serving as the principal liaison between the committee and the full board,
2. Working with the committee members and the Director of Finance to set an agenda for each finance committee meeting,
3. Notifying members about the meeting,
4. Members will be provided handouts and reports in a timely manner. The Director of Finance will ensure that minutes are prepared and the Chair will approve them after any input from committee members.
5. Together with a member of DSST management, approving investments made pursuant to the Investment Policy Statement.

Annual Task Schedule

1. Establish budgeting and financial planning deadlines,
2. Monitor governmental and legal filing deadlines for financial reports,
3. Establish Internal financial reporting deadlines,
4. Meet with the investment manager periodically to review investments.

Members 2014-2015

Teresa Berryman, Chair
Norwood Robb, Vice Chair
Don Kirkpatrick, Member

Financial Committee Goals for 2014 – 2015

1. Revisit dashboard and determine how best to report out to the board
2. Work with Peter Fritzinger and investment manager to develop better investment reporting and reinvestment strategy
3. Examine and test assumptions in the long-term forecast and seek consensus with CEO and finance personnel on the 2014-2015 model
4. Recruit new board members to join finance committee
5. Discuss enterprise risk management

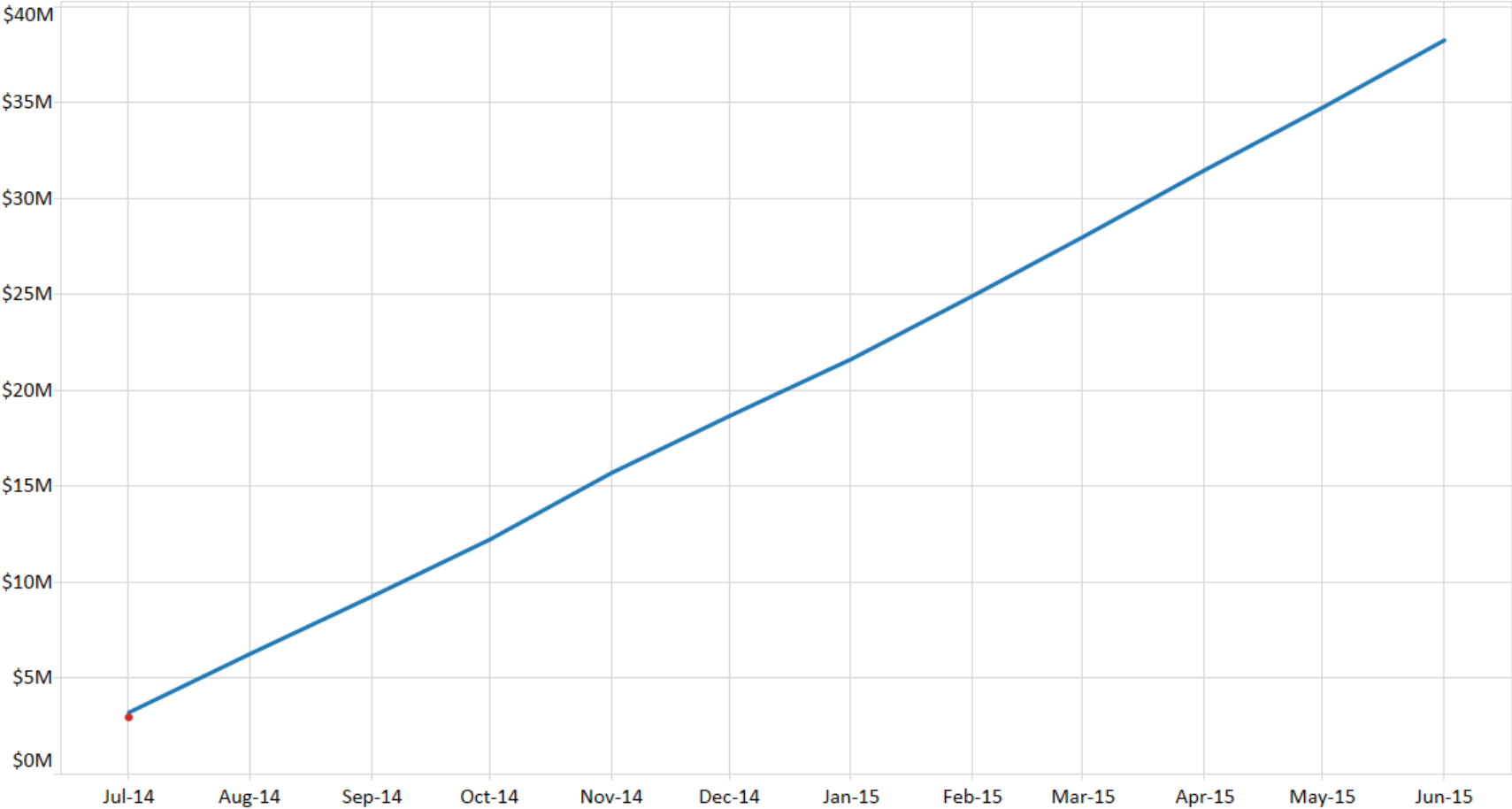
Schedule 2014 – 2015

1. Finance committee meetings will usually be held starting 1 hour and 30 minutes prior to the board of directors meeting.
2. The Director of Finance will schedule the Annual Budget setting-working meeting in April of 2015.

Finance Committee Meeting

Financial Results through July, 2014

YTD Total Revenue



July Budget-to-Actual

YTD Actual	YTD Budget
\$2,966,109	\$3,213,376

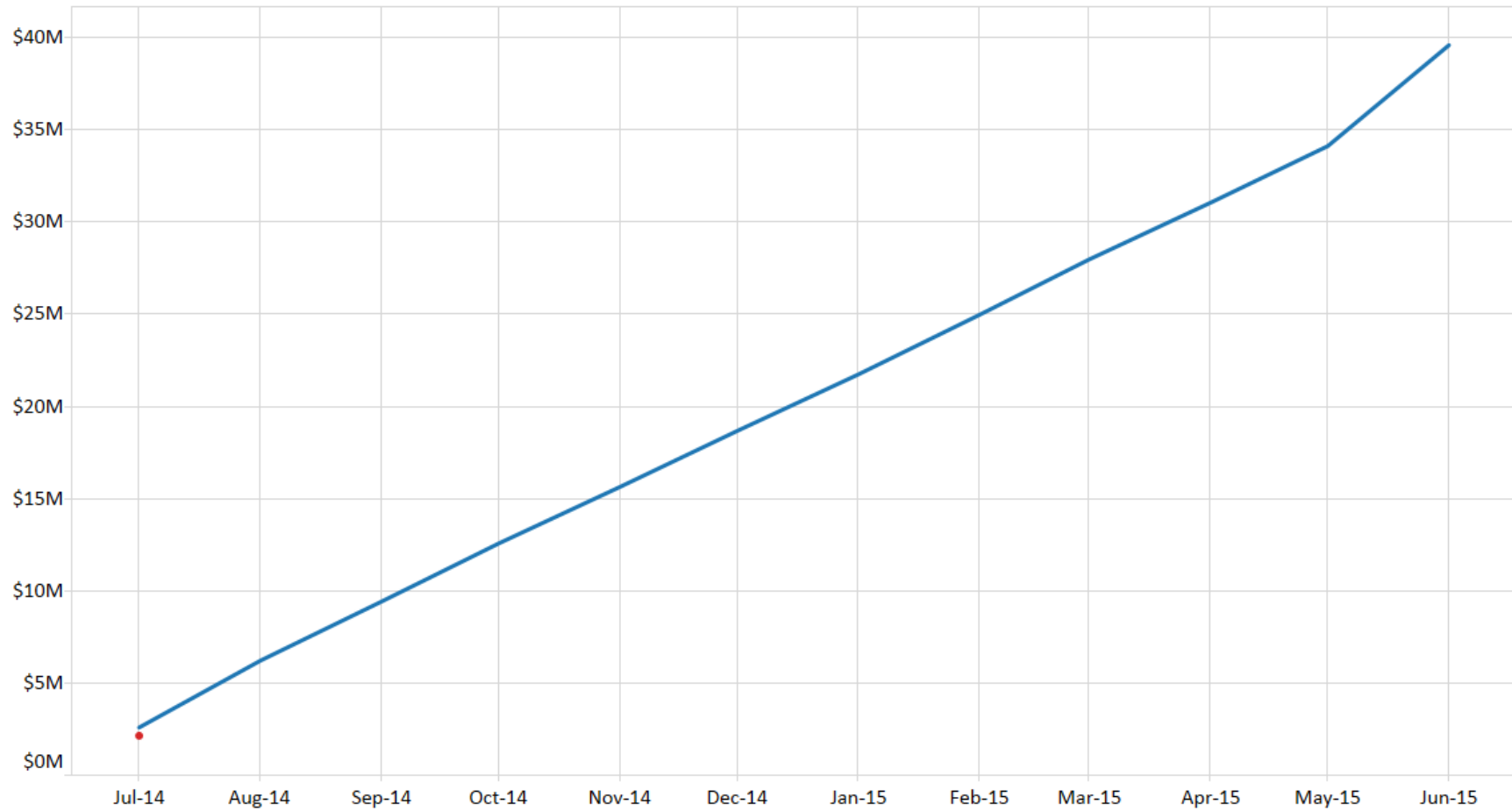
3,407 Students 3,422 Students

Actual
Budget

Revenue Variance Explanations

- Schools are \$35K short of their target Student Revenue collection
- Early grant collection of \$15K at STP HS (Campbell's Fund)
- This is the first year we are budgeting for contributions and grants at the Home Office (apart from Slice of Pi). Given the magnitude of fundraising expected as well as the variable timing of recognition, there will likely be significant variances throughout the year. The current variance is \$175K. The total budget is \$1.5M.
- We are currently not charging Middle School 7 a CMO Fee given that a location has not yet been identified, though the expense has been budgeted. The current revenue variance (at the Home Office) is \$7K.
- Return on Investment is (\$41K) compared to YTD Budget of \$23K. The negative variance is due to unrealized losses.

YTD Total Expense



July Budget-to-Actual

YTD Actual	YTD Budget
\$2,137,859	\$2,584,711
3,407 Students	3,422 Students

Actual
Budget

Expense Variance Explanations

- Positive variance of \$173K in salaries at schools partially due to change in accrual process (will correct for in budget reset). The budget is also set based on TCP estimates, which won't actually be determined or paid until mid-October
- Home Office has positive variance in salaries of \$20K due to budgeted positions that have not yet been hired, namely COO
- Personnel Expenses are \$13K lower due to aforementioned reasons
- Stipends (primarily academic) are currently underspent by \$18K (likely a timing issue)
- Positive variance of \$16K in Human Capital at schools due to timing of retreat expenses
- Student Assessments are underspent by \$56K due to timing (large portion arising from a grant – timing unknown)
- Non-Instructional Supplies at schools currently underspent by \$18K (timing issue)
- Facilities are overspent by \$114K between Cole MS and Byers MS due to Title V spending that has not yet been budgeted
- Technology (System Installations) are underspent by \$100K (invoiced in August)
- Positive variance of \$106K in Telecommunications at Home Office since full expense has not yet been booked (currently booked net of E-Rate)
- CEO Reserve underspent by \$11K (given the magnitude of reserve and variable timing of expenses, there will likely be significant variances throughout the year)

Statement of Financial Position

			July 31, 2014	June 30, 2014	
Assets	Current Assets	Cash & Investments	15,764,264	11,755,012	Jul-14 DPS payment
		Accounts Receivable	16,109,684	16,812,835	DPS collection, STP sale AR here
		Prepaid Expenses	74,032	109,522	Prepaid expense recognition
		Tabor Reserve	547,180	547,180	
		Total	32,495,160	29,224,550	
	Long-Term Assets	Long-Term Investments	12,865,920	12,915,953	Realized/unrealized losses
		Other Long-Term Assets	145,149	141,206	Malone funds to be transferred to cash
		Total	13,011,068	13,057,160	
	Property & Equipment	Property & Equipment (Net of Accumulated Depreciation)	1,170,770	1,170,770	
		Total	1,170,770	1,170,770	
Total		46,676,998	43,452,479		
Liabilities	Short-Term Liabilities	Accounts Payable	229,924	2,306,517	Accrued Jun salary reversal & 401K payout
		Deferred Revenue	5,152,572	673,603	Stapleton sales; DPS Jul payment
		Due to CMO	0	0	
		PCOPS	(6,106)	0	Payment & accrual; credit recognition
		Total	5,376,390	2,980,120	
Total		5,376,390	2,980,120		
Net Assets	Beginning Net Assets	Net Assets	40,472,359	31,941,270	
		Total	40,472,359	31,941,270	
	Current YTD Net Income	Current YTD Net Income	828,250	8,531,088	
		Total	828,250	8,531,088	
	Total		41,300,609	40,472,359	

Statement of Cash Flow

	YTD July, 2014	
Cash Flows from Operating Activities		
Change in net assets	\$	828,250
Adjustments to reconcile changes in net assets to		
Net cash provided by operating activities		
Changes in assets and liabilities		
Accounts receivable	663,151	Collections - DPS
Prepaid expenses	35,490	Pre paid insurance policies, deposits
Promises to Give	40,000	Collection on promises to give
Accounts payable and accrued liabilities	(1,932,766)	Accrued June salary reversal & 401K payouts
Deferred revenue	4,478,969	Stapleton sale, DPS July payment
PCOPS Liability	(149,934)	Payment & accrual; credit recognition
Net cash provided by operating activities	3,963,160	
Cash Flows from Investing Activities		
Purchase of investments	50,033	Investment activity
Purchase of other long-term assets	(3,943)	Wilfey Endowment Fund activity
Purchase of property & equipment	-	
Net cash used by investing activities	46,090	
Net Increase (Decrease) in Cash	4,009,250	
Cash and Cash Equivalents, Beginning of Year	11,755,013	
Cash and Cash Equivalents, End of Period	\$ 15,764,263	

Statement of Profit and Loss
Consolidated Schools

		YTD Actual	YTD Budget	YTD Variance	Total Budget	
Revenue	Student Revenue	138,981	192,906	(53,924)	641,592	Low collection rate
	Governmental Revenue	2,443,413	2,435,001	8,412	30,085,870	
	Contributions & Grants	15,000	0	15,000	500,000	Grant received early
	Misc Revenue	10,369	0	10,369	0	Undesignated deposits (likely student fees)
	CMO Contribution	0	0	0	517,375	
	Total	2,607,764	2,627,907	(20,143)	31,744,837	
Expense	Salaries	424,470	597,435	172,965	14,105,072	Change in accrual process (timing issue)
	Additional Pay (School)	112,796	119,129	6,333	770,598	Summer school stipends paid in July
	Additional Pay (CMO)	360	18,220	17,860	392,185	Academic stipends moved to Home Office and underspent
	Personnel Expenses	266,088	274,424	8,336	4,370,418	Tied to variance in salaries
	Human Capital	5,228	21,104	15,876	183,590	Timing of retreat expenses
	Non-Instructional Supplies	3,004	20,744	17,740	278,803	Timing of office supplies and uniforms (\$21K YTD thru Aug)
	Instructional Supplies	20,786	17,048	(3,738)	807,985	Athletic (league) fees paid early
	DPS Expenses	407,089	407,860	771	4,903,313	
	Professional Services	3,209	1,198	(2,011)	109,072	Higher insurance expense than expected
	Fees to CMO	374,514	385,286	10,772	4,623,435	Not accruing Middle School 7 fees
	Operating Leases	14,310	7,837	(6,472)	97,177	Byers MS rent (timing issue)
	Facilities	122,796	8,777	(114,018)	323,987	Title V spending at Cole and Byers MS (not yet budgeted)
	Technology	606	101,010	100,404	553,558	System installations timing (\$385K YTD thru Aug)
	Misc Expenses	559	820	261	18,405	
	Total	1,755,815	1,980,892	225,077	31,537,598	
Net Income		851,949	647,015	204,934	207,239	
	Total	851,949	647,015	204,934	207,239	

Statement of Profit and Loss

Home Office

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Contributions & Grants	1,750	176,667	(174,917)	1,585,000
	Fees to CMO from Schools	374,514	385,286	(10,772)	4,623,434
	Misc Revenue	(17,918)	23,517	(41,435)	287,000
	Total	358,345	585,470	(227,124)	6,495,434
Expense	Salaries	235,580	255,447	19,867	3,065,359
	Additional Pay	5,412	7,108	1,695	128,182
	Personnel Expenses	47,143	52,312	5,169	637,277
	Human Capital	23,120	27,147	4,027	373,063
	Supplies	2,999	61,976	58,977	156,822
	Professional Services	12,565	20,747	8,182	269,064
	Operating Leases	7,428	7,600	172	91,202
	Facilities	0	7,000	7,000	14,000
	Technology	18,811	124,842	106,031	2,318,304
	Transfers	0	0	0	517,375
	Misc Expenses	28,424	39,642	11,218	480,500
	Total	381,483	603,820	222,337	8,051,149
Net Income		(23,137)	(18,350)	(4,787)	(1,555,715)

Unknown timing of fundraising (variable throughout year)

Not accruing Middle School 7 fees

Unrealized investment losses

Not yet hired COO or Recruiter (College Support add in reset)

Tied to variance in salaries

Timing of new teacher training expenses and PD

Timing of internal student assessments

Higher insurance costs

Timing of HO cubicles (\$13K YTD thru Aug)

Lower telecom due to booking net of E-Rate (timing issue)

Unknown timing of spending/transferring CEO reserve

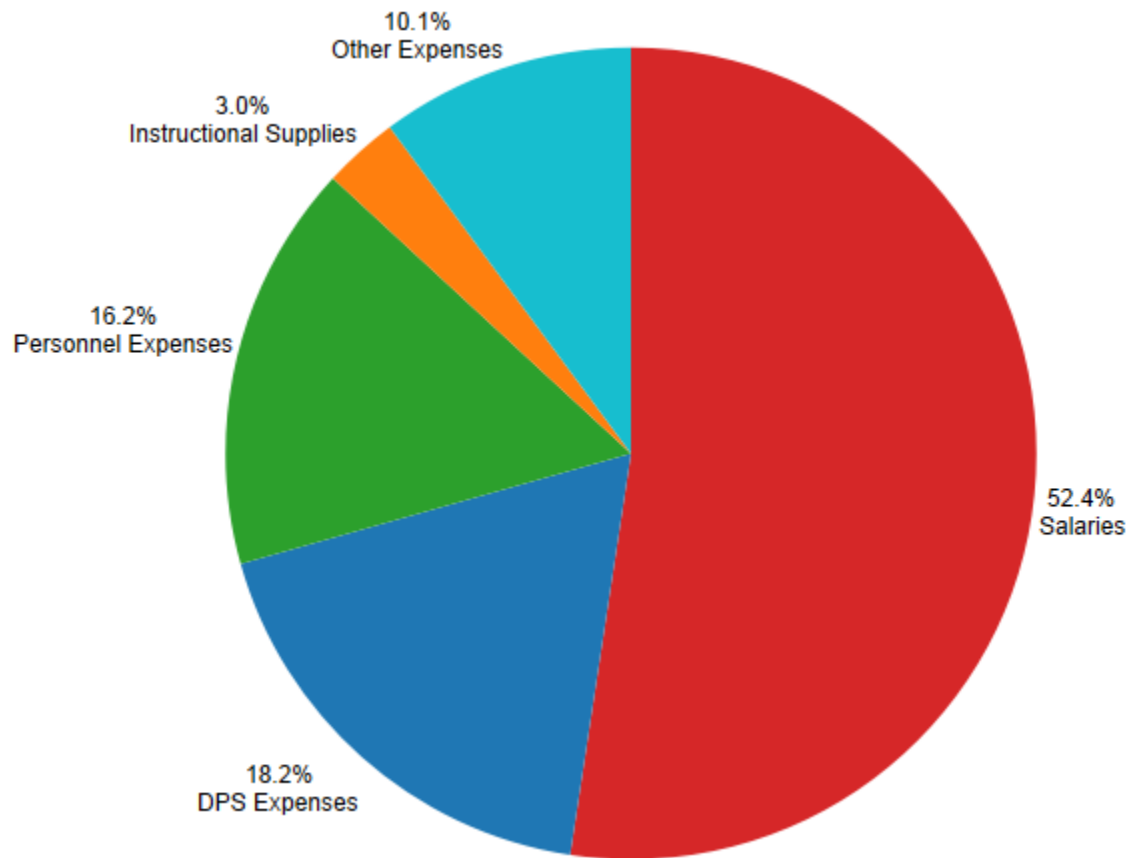
Statement of Profit and Loss

Consolidated Network

	YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue				
Student Revenue	138,981	192,905	(53,924)	641,592
PPR Revenue	2,099,876	2,093,332	6,544	25,119,985
Governmental Revenue	343,537	341,669	1,868	4,965,885
Contributions and Grants	16,750	176,667	(159,917)	2,085,000
CMO Contributions to Schools	0	0	0	517,375
Fees to CMO from Schools	374,514	385,286	(10,772)	4,623,434
Misc Revenue	(7,549)	23,517	(31,066)	287,000
Total	2,966,109	3,213,376	(247,267)	38,240,271
Expense				
Personnel Expenses	1,094,600	1,324,072	229,472	23,469,092
Human Capital	32,469	28,426	(4,043)	366,577
Non Instructional Supplies	19,630	59,347	39,717	996,634
Instructional Supplies	4,467	7,682	3,215	370,905
Curriculum and Assessment	3,299	59,216	55,917	118,432
Advancement	0	815	815	65,479
DPS Expenses	404,753	407,860	3,107	4,903,313
Professional Services	29,312	21,945	(7,367)	378,136
Fees to CMO	374,514	414,699	40,185	4,741,085
Operating Leases	14,310	15,438	1,128	188,379
Facilities	122,916	112,325	(10,591)	829,649
Technology	19,379	87,962	68,583	2,131,398
Transfers	0	0	0	517,375
Misc Expenses	18,210	44,924	26,714	512,293
Total	2,137,859	2,584,711	446,852	39,588,747
Net Income	828,250	628,665	199,585	(1,348,476)

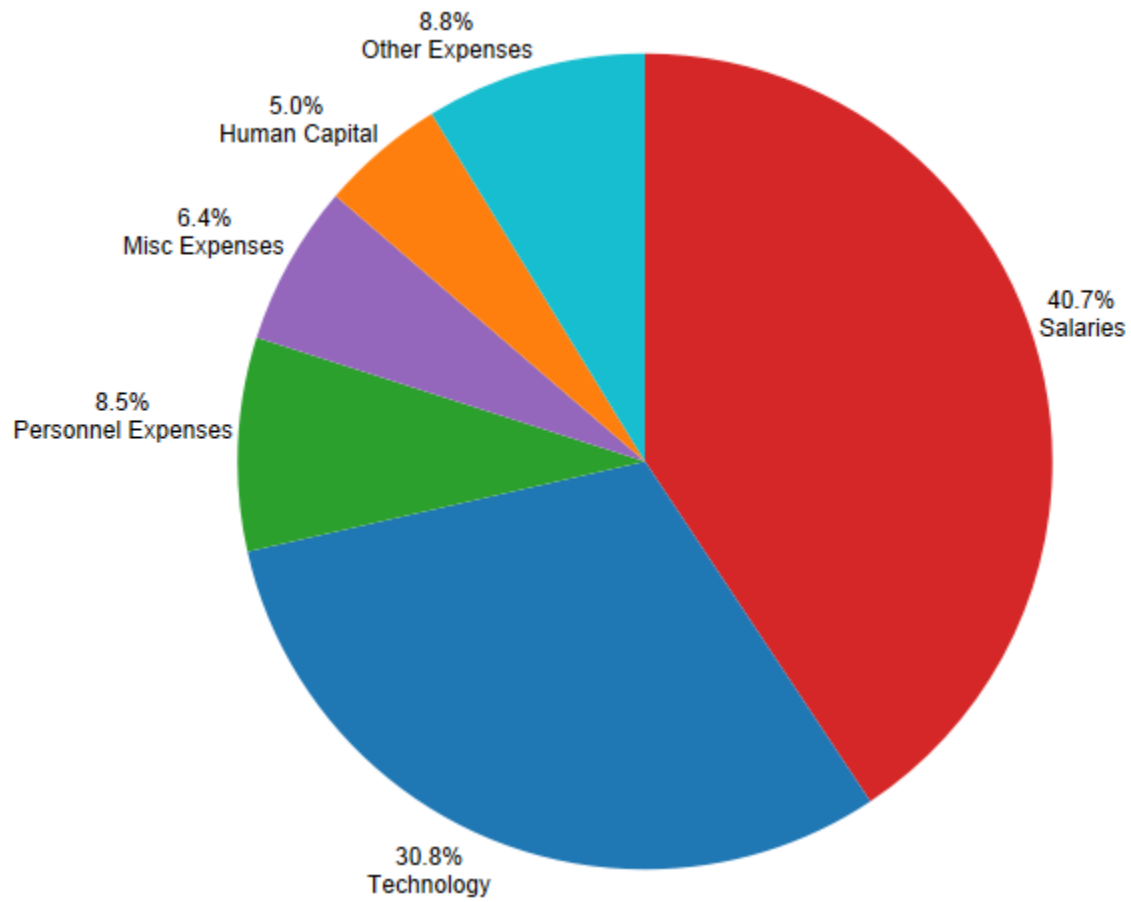
**Inclusive of STMC and building corporation*

School Budgeted Expenses



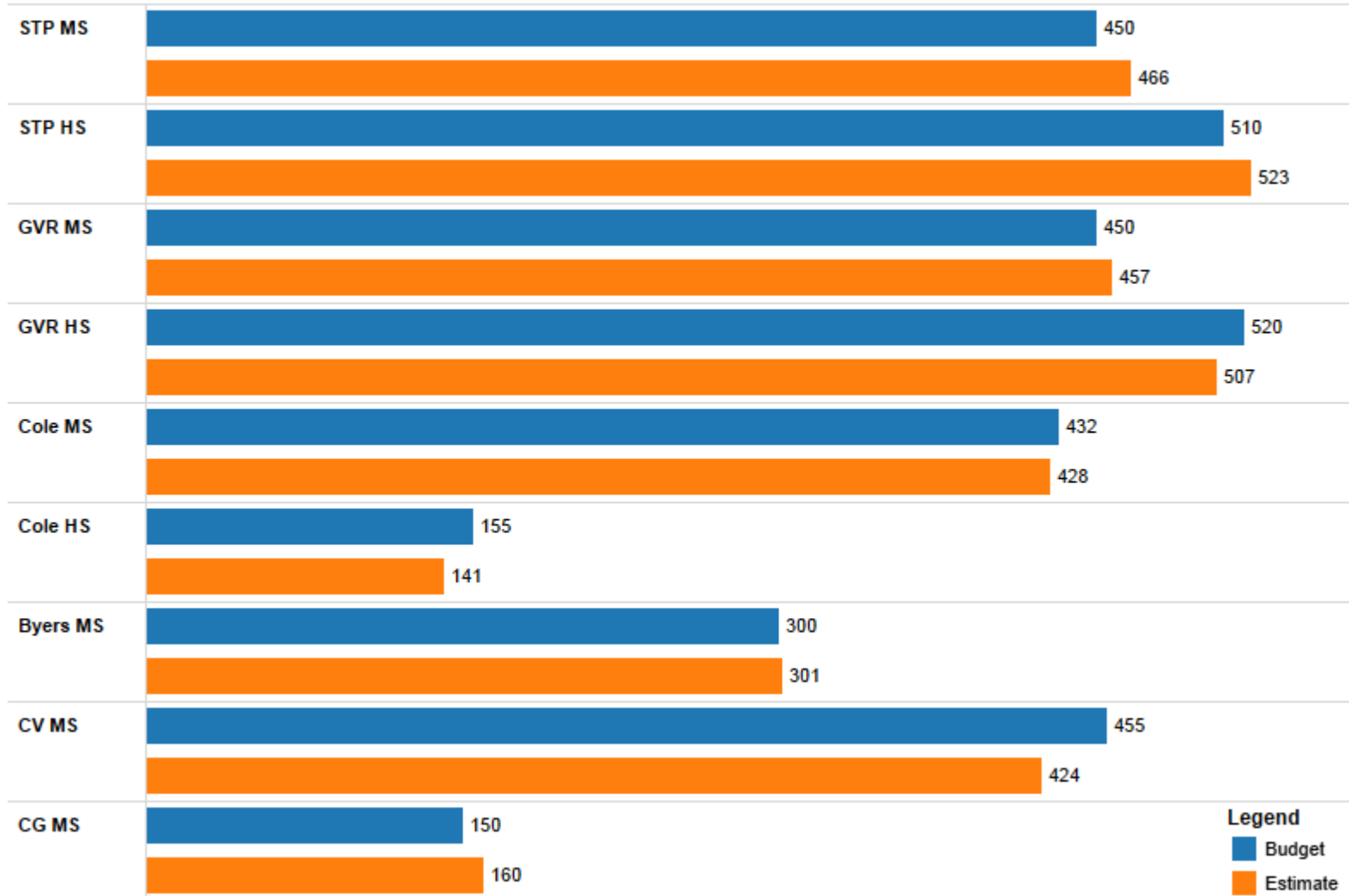
**Net of intercompany transfers*

Home Office Budgeted Expenses



**Net of intercompany transfers*

Enrollment



Stapleton Middle School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	41,779	34,474	7,305	87,314
	Governmental Revenue	319,625	325,398	(5,772)	3,918,572
	Misc Revenue	1,638	0	1,638	0
	Total	363,042	359,872	3,171	4,005,886
Expense	Salaries	77,449	82,772	5,323	1,905,691
	Additional Pay (School)	11,450	12,646	1,196	76,150
	Additional Pay (CMO)	40	2,218	2,178	66,815
	Personnel Expenses	32,313	26,449	(5,864)	456,314
	Human Capital	170	3,076	2,905	26,857
	Non-Instructional Supplies	0	2,242	2,242	30,050
	Instructional Supplies	5,041	2,018	(3,023)	103,870
	DPS Expenses	53,936	55,034	1,098	661,197
	Professional Services	328	158	(170)	7,050
	Fees to CMO	45,898	46,790	891	561,478
	Operating Leases	806	806	0	10,070
	Facilities	5,445	1,100	(4,345)	29,936
	Technology	0	0	0	3,964
	Misc Expenses	227	0	(227)	1,138
	Total	233,103	235,308	2,205	3,940,580
Net Income		129,940	124,564	5,376	65,306

Stapleton High School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	800	574	226	137,571
	Governmental Revenue	355,648	363,731	(8,083)	4,376,890
	Contributions & Grants	15,000	0	15,000	0
	Misc Revenue	2,513	0	2,513	0
	Total	373,961	364,305	9,656	4,514,462
Expense	Salaries	111,333	101,666	(9,667)	2,320,644
	Additional Pay (School)	14,417	11,273	(3,144)	134,678
	Additional Pay (CMO)	40	2,435	2,395	74,665
	Personnel Expenses	37,708	31,804	(5,904)	550,196
	Human Capital	816	478	(339)	19,617
	Non-Instructional Supplies	0	1,888	1,888	30,600
	Instructional Supplies	5,045	3,496	(1,549)	145,580
	DPS Expenses	36,775	38,342	1,567	461,323
	Professional Services	786	179	(607)	13,090
	Fees to CMO	51,789	52,935	1,147	635,224
	Operating Leases	833	634	(198)	7,931
	Facilities	0	1,066	1,066	32,899
	Technology	303	3,810	3,507	25,670
	Misc Expenses	93	0	(93)	1,278
	Total	259,936	250,005	(9,931)	4,453,395
Net Income		114,025	114,300	(275)	61,067

Green Valley Ranch Middle School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	34,435	25,592	8,843	73,758
	Governmental Revenue	307,313	312,743	(5,430)	3,929,178
	Misc Revenue	1,535	0	1,535	0
	Total	343,283	338,335	4,948	4,002,936
Expense	Salaries	46,864	71,362	24,498	1,721,000
	Additional Pay (School)	12,709	15,183	2,474	80,650
	Additional Pay (CMO)	40	2,024	1,984	56,990
	Personnel Expenses	41,833	37,994	(3,839)	587,740
	Human Capital	1,224	2,868	1,644	23,657
	Non-Instructional Supplies	785	4,796	4,011	32,600
	Instructional Supplies	1,272	1,312	41	63,240
	DPS Expenses	61,816	62,851	1,035	754,829
	Professional Services	281	158	(123)	18,129
	Fees to CMO	45,162	45,800	638	549,598
	Operating Leases	848	695	(153)	8,687
	Facilities	33	870	837	27,398
	Technology	0	0	0	2,964
	Misc Expenses	55	357	302	5,406
	Total	212,921	246,269	33,348	3,932,888
Net Income		130,362	92,066	38,296	70,049

Green Valley Ranch High School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	38,882	33,750	5,132	90,798
	Governmental Revenue	381,835	377,101	4,734	4,730,861
	Misc Revenue	1,496	0	1,496	0
	Total	422,213	410,851	11,362	4,821,659
Expense	Salaries	51,584	96,530	44,946	2,168,684
	Additional Pay (School)	10,013	15,553	5,541	135,500
	Additional Pay (CMO)	40	2,110	2,070	61,015
	Personnel Expenses	40,838	48,276	7,438	734,611
	Human Capital	501	3,010	2,509	26,322
	Non-Instructional Supplies	1,272	1,923	651	40,936
	Instructional Supplies	236	2,566	2,330	107,853
	DPS Expenses	61,865	59,948	(1,917)	722,123
	Professional Services	366	182	(184)	11,180
	Fees to CMO	53,594	53,465	(128)	641,586
	Operating Leases	868	877	9	10,960
	Facilities	0	3,354	3,354	53,261
	Technology	0	7,000	7,000	36,040
	Misc Expenses	103	67	(35)	2,110
	Total	221,279	294,860	73,582	4,752,180
Net Income		200,934	115,991	84,943	69,478

Cole Middle School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	0	26,603	(26,603)	67,116
	Governmental Revenue	332,939	312,247	20,692	3,910,618
	Misc Revenue	1,514	0	1,514	0
	Total	334,453	338,850	(4,398)	3,977,733
Expense	Salaries	50,728	70,714	19,986	1,728,571
	Additional Pay (School)	16,000	16,554	554	83,650
	Additional Pay (CMO)	40	1,845	1,805	57,840
	Personnel Expenses	45,157	38,357	(6,800)	594,545
	Human Capital	12	5,824	5,812	23,982
	Non-Instructional Supplies	11	2,672	2,661	33,692
	Instructional Supplies	3,922	1,676	(2,246)	86,548
	DPS Expenses	48,086	48,281	194	579,684
	Professional Services	336	151	(184)	21,468
	Fees to CMO	44,109	44,711	602	536,526
	Operating Leases	877	877	0	10,960
	Facilities	33,279	835	(32,444)	56,590
	Technology	0	19,600	19,600	103,928
	Misc Expenses	17	12	(5)	1,225
	Total	242,573	252,108	9,535	3,919,210
Net Income		91,879	86,742	5,137	58,524

Cole High School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	0	9,742	(9,742)	25,218
	Governmental Revenue	115,708	113,553	2,154	1,426,683
	Misc Revenue	0	0	0	0
	CMO Contribution	0	0	0	169,588
	Total	115,708	123,296	(7,588)	1,621,488
Expense	Salaries	13,419	29,596	16,177	660,263
	Additional Pay (School)	7,500	9,094	1,594	65,545
	Additional Pay (CMO)	40	1,803	1,763	7,840
	Personnel Expenses	5,897	14,602	8,704	222,015
	Human Capital	105	1,346	1,241	8,842
	Non-Instructional Supplies	721	633	(89)	10,705
	Instructional Supplies	1,164	738	(425)	44,713
	DPS Expenses	23,646	24,497	851	294,380
	Professional Services	582	54	(528)	1,810
	Fees to CMO	23,172	22,902	(270)	274,830
	Operating Leases	0	463	463	5,791
	Facilities	0	93	93	8,300
	Technology	26	3,000	2,974	15,310
	Misc Expenses	0	63	63	1,144
	Total	76,273	108,885	32,612	1,621,488
Net Income		39,434	14,411	25,023	0

College View Middle School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	6,684	24,883	(18,199)	66,601
	Governmental Revenue	318,442	323,911	(5,468)	4,107,073
	Misc Revenue	1,071	0	1,071	0
	Total	326,197	348,794	(22,597)	4,173,674
Expense	Salaries	35,287	69,955	34,667	1,729,843
	Additional Pay (School)	18,958	14,630	(4,328)	89,125
	Additional Pay (CMO)	40	1,803	1,763	31,840
	Personnel Expenses	34,835	38,219	3,385	593,110
	Human Capital	1,927	3,056	1,129	25,612
	Non-Instructional Supplies	59	3,201	3,142	43,287
	Instructional Supplies	157	2,367	2,210	104,060
	DPS Expenses	62,282	60,090	(2,191)	722,715
	Professional Services	312	159	(153)	25,795
	Fees to CMO	46,660	47,043	383	564,515
	Operating Leases	628	808	180	10,094
	Facilities	2,500	880	(1,620)	60,005
	Technology	0	0	0	18,318
	Misc Expenses	57	20	(37)	1,373
	Total	203,702	242,231	38,529	4,019,693
Net Income		122,495	106,563	15,932	153,981

College View High School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Contributions & Grants	0	0	0	250,000
	Total	0	0	0	250,000
Expense	Salaries	0	0	0	59,000
	Additional Pay (School)	0	0	0	5,500
	Personnel Expenses	0	0	0	18,731
	Non-Instructional Supplies	0	0	0	7,250
	Instructional Supplies	0	0	0	5,000
	Fees to CMO	7,112	7,112	0	85,345
	Total	7,112	7,112	0	180,826
Net Income		(7,112)	(7,112)	0	69,174

Byers Middle School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	16,402	27,622	(11,220)	68,294
	Governmental Revenue	207,114	199,940	7,174	2,406,060
	Misc Revenue	604	0	604	0
	Total	224,120	227,561	(3,442)	2,474,353
Expense	Salaries	22,627	45,997	23,370	1,106,793
	Additional Pay (School)	10,500	13,582	3,082	55,500
	Additional Pay (CMO)	40	2,016	1,976	25,390
	Personnel Expenses	20,880	24,426	3,546	377,080
	Human Capital	0	415	415	16,903
	Non-Instructional Supplies	98	1,870	1,772	27,100
	Instructional Supplies	1,751	1,689	(62)	92,650
	DPS Expenses	37,674	37,773	99	453,901
	Professional Services	148	105	(43)	8,200
	Fees to CMO	35,317	35,680	363	428,157
	Operating Leases	9,451	1,381	(8,070)	16,893
	Facilities	81,539	580	(80,959)	48,465
	Technology	0	42,000	42,000	213,976
	Misc Expenses	7	72	65	1,609
	Total	220,031	207,586	(12,446)	2,872,617
Net Income		4,089	19,976	(15,887)	(398,264)

Conservatory Green Middle School

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Student Revenue	0	9,667	(9,667)	24,923
	Governmental Revenue	104,788	106,376	(1,588)	1,279,935
	Misc Revenue	0	0	0	0
	CMO Contribution	0	0	0	347,787
	Total	104,788	116,043	(11,255)	1,652,646
Expense	Salaries	15,180	28,844	13,664	645,583
	Additional Pay (School)	11,250	10,614	(636)	35,050
	Additional Pay (CMO)	40	1,966	1,926	9,790
	Personnel Expenses	6,626	14,296	7,670	217,039
	Human Capital	473	1,033	560	11,798
	Non-Instructional Supplies	58	1,519	1,461	15,333
	Instructional Supplies	2,200	1,186	(1,014)	49,471
	DPS Expenses	21,009	21,044	35	253,162
	Professional Services	70	53	(18)	2,350
	Fees to CMO	21,701	21,970	269	263,636
	Operating Leases	0	463	463	5,791
	Facilities	0	0	0	7,133
	Technology	278	25,600	25,322	133,388
	Misc Expenses	0	229	229	3,123
	Total	78,884	128,817	49,932	1,652,646
Net Income		25,903	(12,774)	38,677	(1)

Middle School 7

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Contributions & Grants	0	0	0	250,000
	Total	0	0	0	250,000
Expense	Salaries	0	0	0	59,000
	Additional Pay (School)	0	0	0	9,250
	Personnel Expenses	0	0	0	19,037
	Non-Instructional Supplies	0	0	0	7,250
	Instructional Supplies	0	0	0	5,000
	Fees to CMO	0	6,878	6,878	82,540
	Operating Leases	0	833	833	10,000
	Total	0	7,712	7,712	192,077
Net Income		0	(7,712)	7,712	57,923

Home Office: Technology

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Contributions & Grants	0	80,000	(80,000)	80,000
	Fees to CMO from Schools	138,297	154,049	(15,752)	1,848,588
	Misc Revenue	248	0	248	0
	Total	138,546	234,049	(95,503)	1,928,588
Expense	Salaries	37,973	44,392	6,418	532,702
	Additional Pay	205	245	40	14,940
	Personnel Expenses	8,516	8,828	312	107,452
	Human Capital	0	923	923	11,074
	Professional Services	4,000	0	(4,000)	0
	Technology	18,281	123,379	105,099	2,083,919
	Total	68,975	177,767	108,792	2,750,087
Net Income		69,571	56,282	13,288	(821,498)

Home Office: Operations

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Misc Revenue	142	0	142	0
	Total	142	0	142	0
Expense	Salaries	19,383	21,917	2,534	263,007
	Additional Pay	260	285	25	9,295
	Personnel Expenses	3,701	5,203	1,502	63,629
	Human Capital	2	346	344	4,150
	Supplies	99	1,301	1,202	24,500
	Professional Services	47	3,800	3,754	7,600
	Operating Leases	7,428	7,600	172	91,202
	Facilities	0	7,000	7,000	14,000
	Technology	0	0	0	220,200
	Total	30,920	47,453	16,533	697,583
Net Income		(30,778)	(47,453)	16,675	(697,583)

Home Office: Human Resources

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Contributions & Grants	0	5,000	(5,000)	5,000
	Misc Revenue	2,156	4,000	(1,844)	48,000
	Total	2,156	9,000	(6,844)	53,000
Expense	Salaries	22,173	22,939	766	275,263
	Additional Pay	4,352	5,120	768	18,923
	Personnel Expenses	6,777	4,936	(1,841)	60,222
	Human Capital	300	5,324	5,024	47,450
	Supplies	0	1,118	1,118	4,650
	Professional Services	47	998	951	11,975
	Technology	0	72	72	868
	Misc Expenses	1,979	4,000	2,021	48,000
	Total	35,628	44,506	8,879	467,351
Net Income		(33,471)	(35,506)	2,035	(414,351)

Home Office: Human Capital

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Misc Revenue	248	117	132	1,400
	Total	248	117	132	1,400
Expense	Salaries	30,877	22,094	(8,784)	265,123
	Additional Pay	40	40	0	22,199
	Personnel Expenses	5,183	4,433	(750)	53,986
	Human Capital	2,238	8,993	6,755	103,328
	Supplies	0	129	129	4,850
	Professional Services	147	1,580	1,434	30,429
	Technology	273	310	37	3,721
	Total	38,758	37,579	(1,179)	483,635
Net Income		(38,509)	(37,462)	(1,047)	(482,235)

Home Office: Finance

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Misc Revenue	(21,139)	2,100	(23,239)	30,000
	Total	(21,139)	2,100	(23,239)	30,000
Expense	Salaries	22,977	22,050	(927)	264,597
	Additional Pay	40	40	0	7,205
	Personnel Expenses	4,621	4,831	210	58,963
	Human Capital	3,000	304	(2,696)	3,650
	Professional Services	8,326	6,449	(1,877)	179,461
	Technology	0	0	0	4,636
	Misc Expenses	25,534	2,308	(23,226)	32,500
	Total	64,497	35,982	(28,515)	551,012
Net Income		(85,636)	(33,882)	(51,754)	(521,012)

Home Office: Development

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Contributions & Grants	1,750	91,667	(89,917)	1,500,000
	Misc Revenue	106	0	106	0
	Total	1,856	91,667	(89,810)	1,500,000
Expense	Salaries	16,907	16,302	(605)	195,620
	Additional Pay	40	40	0	4,159
	Personnel Expenses	2,611	3,678	1,067	44,924
	Human Capital	276	1,056	780	55,170
	Supplies	0	213	213	4,390
	Technology	257	280	23	3,360
	Total	20,091	21,568	1,477	307,624
Net Income		(18,234)	70,099	(88,333)	1,192,377

Home Office: Academic

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Fees to CMO from Schools	4,322	0	4,322	0
	Misc Revenue	319	0	319	0
	Total	4,641	0	4,641	0
Expense	Salaries	50,607	58,312	7,705	699,748
	Additional Pay	285	1,178	893	25,599
	Personnel Expenses	9,235	12,101	2,866	147,485
	Human Capital	2,794	1,207	(1,587)	24,810
	Supplies	2,900	59,216	56,316	118,432
	Professional Services	0	7,920	7,920	39,600
	Technology	0	800	800	1,600
	Misc Expenses	911	0	(911)	0
	Total	66,732	140,734	74,002	1,057,273
Net Income		(62,091)	(140,734)	78,643	(1,057,273)

Home Office: COS

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Expense	Salaries	17,083	16,083	(1,000)	193,000
	Additional Pay	150	80	(70)	3,960
	Personnel Expenses	3,248	2,896	(352)	35,152
	Human Capital	14,340	6,369	(7,970)	91,931
	Total	34,821	25,429	(9,392)	324,043
Net Income		(34,821)	(25,429)	(9,392)	(324,043)

Home Office: COO

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Expense	Salaries	0	13,333	13,333	160,000
	Additional Pay	0	40	40	480
	Personnel Expenses	1	2,135	2,134	25,817
	Human Capital	0	167	167	2,000
	Total	1	15,675	15,674	188,297
Net Income		(1)	(15,675)	15,674	(188,297)

Home Office: CEO

		YTD Actual	YTD Budget	YTD Variance	Total Budget
Revenue	Fees to CMO from Schools	231,894	231,237	657	2,774,846
	Misc Revenue	0	17,300	(17,300)	207,600
	Total	231,894	248,537	(16,643)	2,982,446
Expense	Salaries	17,600	18,025	425	216,300
	Additional Pay	40	40	0	21,422
	Personnel Expenses	3,251	3,271	20	39,647
	Human Capital	170	2,458	2,288	29,500
	Transfers	0	0	0	517,375
	Misc Expenses	0	33,333	33,333	400,000
	Total	21,061	57,128	36,067	1,224,244
Net Income		210,833	191,410	19,424	1,758,201



VIII. Advancement Committee

The Advancement Committee is about to gear up for the fall under the leadership and guidance of co-chairs Matthew Schnittman and Tanya Kelly-Bowry. Christina Carlson, Director of Development, has been working with Matt and Tanya to ensure actionable goals are set for the committee this year.

The Advancement Committee leadership, in collaboration with the Development Team, is working on writing the new charter to reflect the push towards actionable goals and comprehensive expectations for the committee. The revised meeting schedule for this year has been set, meetings will now be held bi-monthly.

Again, we would like to recognize Norwood and Barbara Robb for their generous contribution to DSST students and their future success. The Robbs have created a Charitable Remainder Gift at the University of Denver intended to provide DSST alumni with scholarships to study STEM majors at the university. This will support numerous students to attain a first rate college education.

Last year the Advancement Committee charter identified a number of long term goals and department objectives. Below is a report on the progress towards these measures:

Long Term Goals:

1. **Create a strong and vibrant culture of philanthropy throughout the entire DSST network:**

Efforts to increase a culture of philanthropy included a revised outreach strategy to network staff and DSST current families on Colorado Gives Day, ongoing education to current staff and the Board of Directors about philanthropy, and increasing face time at DSST campuses. We found success this year in our efforts towards diversification, for example, in 2013 two of our new donors were parents and in 2014 seventy new donors were parents, similarly new staff donors raised from three to 29.

2. **Support Slice of Pi as our key annual fundraising event:**

Slice of Pi was a success and the Advancement Committee provided excellent support in planning and execution of the signature fundraising event. This year we used Auction & Event Solutions, LLC to manage check-in and check-out, ticketing, and wishing wall purchases. They supported our data collection efforts. This year we have 555 attendees, up from 343 last year, with ten new corporate / individual sponsors. Responses from the Donor Survey indicated that student demonstrations were the most popular portion of the event. **Save the date, May 1st, 2015, for next year's Slice of Pi!**

3. **Establish an individual and corporate giving strategy, that leverages annual giving and partnership for DSST Public Schools efficacy:**

The Development team has invested significant time and effort into creating systems and testing strategies that will continue to support progress toward this goal. Increasing donor events (breakfasts, lunches and tours) has proved to be effective, 43% of the attendees at Donor Breakfasts and 80% of attendees at the Foundation Luncheon gave gifts this year. Moving forward the development team hopes to create more targeted invitation lists to engage donors. In addition, moving away from the

single giving strategy (Slice of Pi) has increased support from some of our corporate partners such as DIRECTV and CH2M Hill. Moving forward further differentiation for giving opportunities and matching individual and corporate donors to areas of interest is critical.

4. Ensure strong fundraising plans and ensure stewardship activities exist:

This year's fundraising plans were wide-ranging but mostly based on trial and error. Looking forward we are excited to base this year's plans on the results of the trials and errors of last year. A number of stewardship practices were enhanced or put into place over the past year. Increased systematic communication and further targeted outreach with external partners will further support stewardship activities.

5. Support the fiscal health of the CMO and the individual sites (both current and new):

Support of the CMO's fiscal health has been excellent this year. The Wishing Wall provided support to each of our campuses and the development team has worked to support individual campus funding requests with moderate success which has helped to influence the move towards the development of a restricted fund to support school based fundraising policies and procedures.

6. Develop and implement a long term school based fundraising initiative:

The Advancement Committee, the external leadership team, and the Development team have spent significant time discussing and developing policies and procedure to support this initiative.

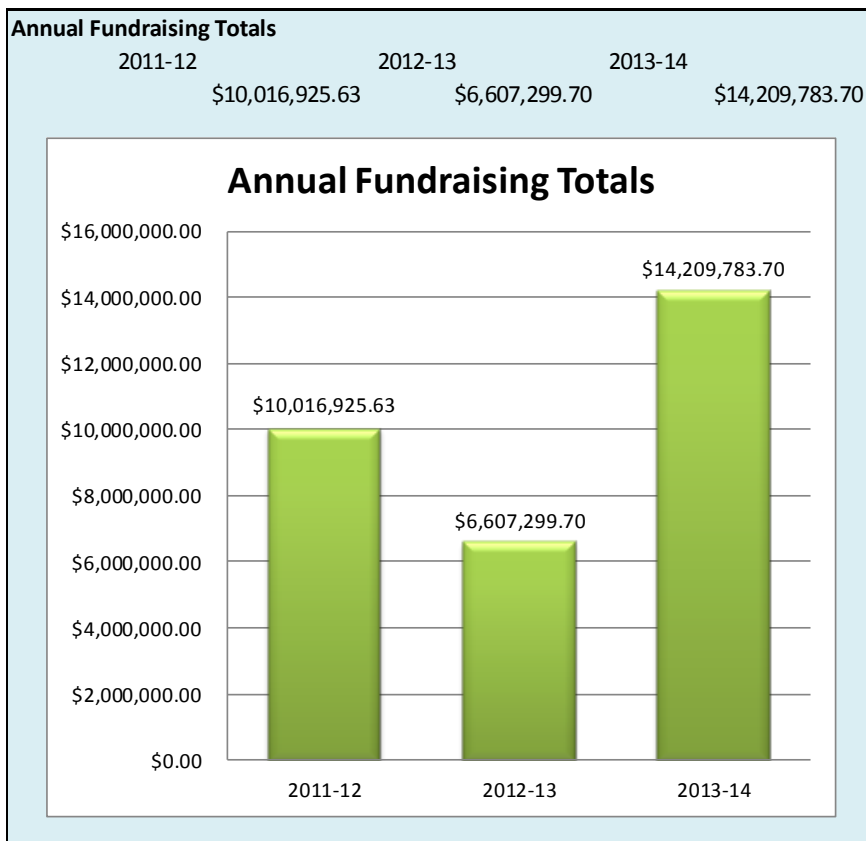
Fiscal Years 2013-2014 Development Department Objectives:

I. Raise \$1.5 million to support the annual budget and the annual operating plan priorities:

- To date, we have \$670,000 requests pending and over \$14,200,000 awarded for general operations, restricted funds, and for operating plan initiatives or special programs.

II. Raise \$2.5 million for expansion (Vision 2022- campuses 6&7):

- We have \$4,802,000 committed to Vision 2022.



III. **Build a comprehensive infrastructure to support development best practices:**

- 100% of the Board have made financial contributions to DSST Public Schools
- The Advancement Committee currently has ten members including board members, community members and current DSST parents and has met regularly throughout the year.
- A comprehensive and timely gift processing system has been implemented.
- Data in Donor Perfect has been updated and the number of contacts has increased by over 50% and "complete" records exist for all 2013-2014 donors and donations.
- Donor cultivation practices have been significantly expanded through cultivation events, ongoing communication, personal touch points (such as thank you notes from DSST students) and strategic outreach.

Areas for continued growth:

- Prospecting, stewardship, and cultivation of current and potential donors to target appropriate asks
- Building the base of the funding pyramid to include more donors at all capacities
- Continue to build the database, expanding record information and maintaining contact points, and tie it to other systems such as sage and Emma (email platform)
- Cultivation practices that are individualized and targeted
- Build awareness outside "ed reform" circles
- Create more points of entry for donors
- Continue to build infrastructure and capacity of the development team

Conclusion:

It has been an excellent year for the Advancement Committee and the fundraising efforts at DSST Public Schools. Moving forward this committee hopes that the capacity of the development team will continue to grow and stabilize in an effort to move away from execution support to more strategic design. The committee and its revitalized membership are poised to look at the big picture regarding fundraising strategies and practices for DSST. We look forward to continuing this work.



IX. Audit Committee

Audit Committee Meeting Minutes

September 10, 2014

11:00 a.m.

Attendees

Norwood Robb, Audit Committee Chair
Don Kirkpatrick, Audit Committee
Teresa Berryman, Audit Committee
Coreen Miller, DSST Director of Finance
Nicole Witcher, DSST Accounting Manager
Anthony Eberspacher, DSST Accountant
Tim McCutcheon, Partner Eide Bailly LLP
Dave Studebaker, Manager Eide Bailly LLP
Matt Scheider, Accountant Eide Bailly, LLP

Summary

- 1) Introductions were made of the meeting participants.
- 2) Tim McCutcheon explained the DSST financial reporting structure. The audited statements include one set of combined financial statements and a separate set of statements for each of the schools. The combined statements are on the FASB basis of accounting and the school statements are on the governmental basis. Tim discussed the difference between consolidated and combined statements, explaining that the DSST financials are combined as the schools are component units of Denver Public Schools
- 3) Dave Studebaker presented and discussed the draft combined financial statements. He pointed out major changes from fiscal year 2013, highlighting the addition of investments as a sign of a maturing organization. Dave explained that each of the schools has an audited set of statements, but did not discuss each one individually. Tim went into further detail concerning the investment footnote and discussed the level 1, 2 and 3 disclosures. Teresa asked for the addition of the word “reserve” in the net asset designation section of the combined statements. Dave said they would make the change
- 4) Matt Scheider presented the required communications to those charged with governance. He pointed out that there were no issues to report and further that no management letter was issued for 2014.
- 5) Dave and Tim then presented to the committee potential accounting changes being considered in the Financial Accounting Standards Board Not-for-Profit Financial Statements Standard-setting project. They said they would keep DSST staff informed as the changes become final.
- 6) General discussion was held by those present. Norwood Robb suggested adding a metric concerning dollars spent on instruction vs. support to the financial dashboard. Tim

discussed other services Eide Bailly offers, in particular an Enterprise Risk Management Review. Committee thought it would be a good idea to consider in the future depending on staff capacity. The possible IT audit was also discussed

- 7) Internal Revenue Service Form 990 is being prepared with the Eide Bailly Team and will be reviewed at the Committee's November meeting.
- 8) Teresa moved to accept the audited financial statements, Don seconded and the vote was unanimous to accept.
- 9) DSST staff left the room and Eide Bailly met privately with the Committee.
 - a) The Committee asked the Auditors if they had any concerns that they would like to share. They were unanimous in their positive comments about the DSST Staff and the general operations of the office. They indicated that the operation and staff are very professional.
- 10) The meeting was adjourned at 12:00p.m.

Next Meeting

TBD

a. Required Audit Communications



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of Denver School of Science and technology, Inc. and affiliates (DSST or the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by DSST are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Management's estimate of the allowance for uncollectible promises to give is based on historical collection rates and an analysis of the collectability of individual promises. Management has determined no allowance was necessary at June 30, 2014. We evaluated the key factors and assumptions used to develop the allowance in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was the disclosure of restrictions of net assets in Note 7 to the financial statements.

The financial statement disclosures are neutral, consistent, and clear.

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Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

Management has elected to omit certain financial disclosures that have been determined to be immaterial. The omitted disclosures include the presentation of operating lease terms.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 10, 2014.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of **DSST - Byers Middle School** (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates may be an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates may be particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. No significant estimates were identified.

Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. No significant or sensitive disclosures were identified.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

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Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the required supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST - Byers Middle School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of **DSST – Cole Middle School** (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. No significant or sensitive disclosures were identified.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

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Management has elected to omit certain financial disclosures that have been determined to be immaterial. The omitted disclosures include the presentation of operating lease terms.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

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Management Consultations with Other Independent Accountants

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Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the required supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST – Cole Middle School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Erik Bailly LLP".

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of **DSST – College View Middle School** (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. No significant or sensitive disclosures were identified.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

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Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management has elected to omit certain financial disclosures that have been determined to be immaterial. The omitted disclosures include the presentation of operating lease terms.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 10, 2014.

Management Consultations with Other Independent Accountants

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Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

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This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST – College View Middle School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Erik Bailly LLP".

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of **DSST – Green Valley Ranch High School** (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. No significant or sensitive disclosures were identified.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

Management has elected to omit certain financial disclosures that have been determined to be immaterial. The omitted disclosures include the presentation of operating lease terms.

Disagreements with Management

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Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

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This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST – Green Valley Ranch High School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Eric Bailly LLP".

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of **DSST – Green Valley Ranch Middle School** (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

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Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. No significant or sensitive disclosures were identified.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

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Other Audit Findings or Issues

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Other Matters

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This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST – Green Valley Ranch Middle School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Eric Sallie LLP". The signature is written in a cursive, flowing style.

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of **DSST - Stapleton High School** (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

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Management has elected to omit certain financial disclosures that have been determined to be immaterial. The omitted disclosures include the presentation of operating lease terms.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 10, 2014.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the required supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST - Stapleton High School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Erik Bailly LLP". The signature is written in a cursive, flowing style.

Golden, Colorado



September 10, 2014

To the Audit Committee
Denver School of Science and Technology, Inc. and Affiliates
Denver, CO

We have audited the financial statements of DSST - Stapleton Middle School (the Organization) for the year ended June 30, 2014, and have issued our report thereon dated September 10, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 19, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2014. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates may be an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates may be particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. No significant estimates were identified.

Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. No significant or sensitive disclosures were identified.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. No corrected or uncorrected misstatements were identified during the audit.

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Management has elected to omit certain financial disclosures that have been determined to be immaterial. The omitted disclosures include the presentation of operating lease terms.

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Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the required supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Audit Committee, Board of Directors and management of DSST - Stapleton Middle School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Golden, Colorado



Appendix A

Individual Board Plans- 2014-15

Berryman, Teresa	<p>Annual Goals:</p> <ol style="list-style-type: none"> 1. Resource for HRIS and ERP selection and implementation 2. Serve as coach/mentor for home office leader <p>Assignments:</p> <ol style="list-style-type: none"> 1. Serve as Treasurer 2. Chair Finance Committee 3. Member Audit Committee 4. Member 401 K Committee 5. Member Byers Accountability Committee
Cooper, Michele	
Evans, Keith	<ol style="list-style-type: none"> 1. With Christina's help you will get engaged with the Entrepreneurship course with the objective of turning the entrepreneurs who teach the classes into raging supporters of DSST. Get them to do a school visit and get them to Slice of Pi. Work on summer and other internships for DSST kids at their companies. This is consistent with your Committee's goal of more corporate engagement. I will introduce you to the DSST teachers managing the courses and send you a schedule of events. 2. Develop a creative way to engage larger corporations in DSST, with something in it for them. Develop goals and metrics against which the Committee can gauge its progress (with both 1 and 2).
Greenberg, David	

<p>Halstedt, Steve</p>	<p>(1) To co-chair the 2015 Slice of Pi</p> <p>(2) To organize and help facilitate the Entrepreneurship Course at DSST Stapleton and GVR, perhaps with the participation of Young Americans Financial Centers</p> <p>(3) To explore and if appropriate start a for credit business startup course for Seniors to fulfill Senior Project requirements at DSST GVR and perhaps Stapleton.</p>
<p>Haynes, Anna Jo</p>	

<p>Jaschke, Justin</p>	<ol style="list-style-type: none"> 1. Pursue potential partnership relations between DSST and my alma matter, Univ. of Puget Sound. May include some or all of the following elements: <ol style="list-style-type: none"> a. Increase UPS awareness of DSST approach and student achievements. b. Increased DSST student awareness of Puget Sound as college alternative. c. UPS summer visit program. d. Targeted financial aid for DSST graduates. 2. Work with Nom & Gov committee and DSST staff to develop an expanded Onboarding Seminar agenda and materials for new board members. Elements would include: <ol style="list-style-type: none"> a. Educational and background materials posted to board web site. b. Presentation materials for new board member on-boarding seminar. c. Reference materials and citations for further board education. 3. Serve as a lecturer in Steve Halstedt's Entrepreneurship course. 4. Serve on Nominating and Governance Committee. 5. Participate in GVR site visit with CMO team. 6. Introduce key contacts in my network to DSST. <p>Updates</p> <ol style="list-style-type: none"> 1. Held conversations with Jenny Rickard, VP for Enrollment and Univ. of Puget Sound, regarding possible partnership/relationship with DSST. Ms. Rickard expressed interest in pursuing the opportunity and indicated UPS is looking to establish a few select partnerships with high schools aimed at improving college accessibility for low income students. Sam Riggs, Assistant Director of Admissions for Puget Sound will visit with DSST on Oct 17 to begin discussions and a follow-up visit with Ms. Rickard is likely in Jan/Feb timeframe. Jessica Palffy is coordinating for DSST. 2. Draft of detailed on-boarding Director information and education package has been posted to DSST web site. Kaitlin Glenn is taking the lead in adding links, documents and supporting resources to the overview. Seeking input from Board on what is missing or needs further clarification. Will work with staff on putting into more polished form for presentation to new directors. 3. TBD 4. Ongoing 5. Scheduled to participate in Stapleton High's school visit and join accountability committee. 6. Ongoing
<p>Kelly-Bowry, Tanya</p>	

Kirkpatrick, Don	<ol style="list-style-type: none"> 1. Co-chair IT Committee; Serve on Finance, Audit, and 401K Committees 2. Help get first phase of a data security audit budgeted and executed by end of calendar 2014. 3. Assist Teresa with HRIS and ERP selection. 4. Participate in Byers site visit with CMO team. 5. Work with Justin to get a compressed version of Technology Deep Dive into FY15board orientation program.
Lamm, Heather	<ol style="list-style-type: none"> 1. Assist Teresa with the task force on DSST systems that scale 2. Help to shape the DSST strategic planning/growth conversations <ul style="list-style-type: none"> • Facilitate DSST strategic planning process in February • Help organize conversations (and possibly events) to educate the Board on 1) the broader education landscape and 2) some of the more nuanced specifics of DSST operations 3. Mentor (if appropriate) a Home Office Director 4. Committees: Serve on Nom & Gov Committee through June, transitioning chairmanship to Steve M; Assist Advancement Committee with outreach to the "young" Denver community (the Graland/Country Club crowd.)
McConahey, Steve	
McGriff, Deborah	<ol style="list-style-type: none"> 1. Help strategize about Advisory Council management. 2. Introduce DSST to prospective national donors. 3. Help secure the right external leadership recruitment firm. 4. Provide assistance in securing and strengthening college partnerships. 5. Share NewSchools portfolio information on scaling infrastructure in high growth environments.

Phillips, Nancy	
Robb, Norwood	<p>I will be focusing on the following items that are not part of my DSST Board responsibilities.</p> <ol style="list-style-type: none"> 1. Continue to be a member of the Colorado BioScience Association (CBSA) and <ol style="list-style-type: none"> a. Make sure that the DSST listing in their annual membership directory is updated and included. b. Continue to work to identifying internship opportunities for our 11th grade students with CBSA member companies. 2. I am on the UCD BA/BS-PhD degree steering committee and will work to keep them updated on DSST student's interest in their program. 3. Continue to be involved in the CDE STEM Think Tank by monitoring activities and developments keeping DSST staff updated on items of interest to DSST. The most recent activity has been the Colorado Reader Program that provides digital book to students. 4. Continue to participate in the South Denver Metro Chamber of Commerce STEM Education Coalition. The vice chairman of this effort is Gene Dionne who is a Lockheed Martin Consultant on STEM.
Schnittman, Matthew	<ul style="list-style-type: none"> • Education Committee – leverage experience in academic operations (with an emphasis on competency based education) to aid in evolving the DSST educational approach. • Accountability Board – a request has been made to be assigned to the Byers Accountability Board. • Development Committee – Leverage contacts in the publishing world to gain access to relevant Foundations. To date, contact with the Pearson Foundation has been made and lunch meeting dates are being volleyed.

<p style="text-align: center;">Sullivan, Jackie</p>	<ol style="list-style-type: none"> 1. The DSST STP 9th grade visits to CU-Boulder have always been only to the College of Engineering – perhaps too limiting for such young students. In 2014, we will broaden to give students a choice of one or two science/engineering discipline areas to engage in during their campus visit. Toward that end, we will make it a campus-wide event, expanding to four or five discipline areas: Biology; Chemistry; Physics; Engineering Design; and Technology, Arts & Media. 2. Initiate an all-DSST GVR 10th grade visit to the CU-Boulder campus (spring 2014). 3. Participate in two Home Office Site visits to DSST campuses, preferably to include DSST Cole and GVR High. <p>Optimize the design of the new CU Teach Engineering program to create a pipeline of high quality STEM teachers for the DSST workforce.</p> <p>Committees Education Committee Cole Accountability Committee</p> <p>Activities (as of Dec 6 2013) Have participated in both Education Committee meetings Significant progress made to broaden CU campus visits to include various science and Technology, Arts & Media disciplines</p> <ul style="list-style-type: none"> • Scheduled inaugural GVR all-10th grade visit Feb 4 2014 <p>Scheduled all-9th grade STP grade visit to CU-Boulder April 15 2014</p>
<p style="text-align: center;">VanBerschot, Sean</p>	
<p style="text-align: center;">Wilkerson, Dan</p>	<ul style="list-style-type: none"> -Serve on two School Visit Teams -Serve on Stapleton Accountability Committee -Continue Membership on Nominating and Governance Committee -Assist Management in Retaining Firm to Serve in General Counsel Capacity -Oversee Board Compliance with Articles of Incorporation, Bylaws and Board Policies and Lead the Process to Update as Necessary -Assist with Legally Related Issues (Such as PERA) as Needed



Appendix B

School Reports- September, 2014

School Name	DSST: Byers Middle School	
School Director	Brad White	
Grades Served	6,7	
Enrollment update	6	149
	7	151
	Total Enrollment	300
Brief Summary of Academic Results	#1 Middle School TCAP growth in Colorado Highest composite growth school in DPS	
Top Two Things That are Working Well	<ul style="list-style-type: none"> School culture is strong despite our (phenomenal) Dean of Students having left to lead Cole Middle School. Culture is fully owned by team. Team: Returning teachers have carried on the school culture in powerful ways and supported new teachers with systems like our “Byers Buddies” pairing approach to support each new teacher. 	
Top Two Challenges	<ul style="list-style-type: none"> The building is absolutely incredible, but the transition put immense strain on our teachers and administrative team. We are all still catching up. Year 2 challenges of everything doubling (# of parents, # of students, # of staff, complexity of systems). Going well but definitely our challenge for the year. 	

School Name	DSST: Conservatory Green Middle School	
School Director	John Clark	
Grades Served	6 th Grade	
Enrollment update	6 th Grade	160
	Total Enrollment	160
Brief Summary of Academic Results	-None at this point. MAP data to be coming out next week and IA data shortly after	
Top Two Things That are Working Well	-New young team devoted to setting an initially high bar as a school -Intervention class structure and support is looking strong	
Top Two Challenges	-Consistently strong communication with families -Building a strong family community that supports the school (haven't prioritized yet).	

School Name	DSST: Cole High School	
School Director	Ben Cairns	
Grades Served	9	
Enrollment update	9th	143
	Total Enrollment	143
Brief Summary of Academic Results	<p>We don't yet have many data points to pull from. Our main academic data point is grades. Gradebooks are up to date and reflect 1-2 formatives and in some cases summative assessments.</p> <p>Current Grades are:</p> <p>27% A's 23% B's 18% C's 32% F's</p> <p>The F's are fairly evenly divided between comp, humanities and physics with Math and Spanish being underrepresented. 20 students have 2 or more F's. It makes sense that there are fewer F's in Math because those classes are most highly differentiated.</p>	
Top Two Things That are Working Well	<ul style="list-style-type: none"> I have a really great team. We have great leadership team and a great overall team. I think everyone is mission driven and solutions oriented in a way that we can go back to and regroup ourselves during almost every conversation and challenge that comes up. Students are buying into the vision around rigor, equity and hard work. They are coming, attrition is low and students overall seem happy and engaged—even though they are a bit overwhelmed and feel pushed hard behaviorally and academically. 	
Top Two Challenges	<ul style="list-style-type: none"> We have all of our basic systems in place, but they all need refinement. This goes from the parent newsletter, to purchasing, to sports scheduling. We are getting better here, but in certain areas or more reactionary than front foot forward. I feel like with people, instruction and culture we are not this way, but with other systems we are not fully planned out and systematized. Transitioning teachers from a focus on culture to a focus on rigor while continuing to sweat details and get culture and systems right. We have teachers in very different places and making PD meaningful and coaching super effective for every teacher takes some thought. 	

School Name	DSST: Cole Middle School	
School Director	Shawn Smith	
Grades Served	6-8	
Enrollment update	6 th	155
	7 th	147
	8 th	115
	Total Enrollment	417
Brief Summary of Academic Results	<p>Our school was rated “Meets Expectations” by Denver Public Schools, the second highest level of performance, as measured by the School Performance Framework (SPF).</p> <ul style="list-style-type: none"> • 8th highest combined growth in math of any school in the state of Colorado • 6th highest combined growth of any school serving middle school students in Denver Public Schools • 9th highest ELL language growth in Denver Public Schools middle schools 	
Top Two Things That are Working Well	<ul style="list-style-type: none"> • Morning Meeting, Lunch, and other whole school culture elements • Observation and Coaching – one-to-one coaching model 	
Top Two Challenges	<ul style="list-style-type: none"> • Brand new Leadership Team – leading a compelling vision and focus – tackling this now! • Dynamic classroom culture and instruction – 12 new teachers 	

School Name	DSST: Green Valley Ranch High School	
School Director	Jenna Kalin	
Grades Served	9-12	
Enrollment update	9	150
	10	154
	11	112
	12	89
	Total Enrollment	505
Brief Summary of Academic Results	<p>Celebrations from 2013-14:</p> <ul style="list-style-type: none"> • TCAP MGP – 2nd highest growth HS in DPS • ACT Average of 23.2 – 3rd highest score in DPS <p>Red flags from 2013-14:</p> <ul style="list-style-type: none"> • Reading growth on 9th grade EXPLORE • Math growth on 10th grade PLAN 	
Top Two Things That are Working Well	<ol style="list-style-type: none"> 1) New Teacher onboarding and coaching – a high majority of our new teachers are on track to achieve baseline 2) Staff investment in our school goals around student-staff relationships and parent engagement – already translating to positive movement 	
Top Two Challenges	<ol style="list-style-type: none"> 1) Students skipping interventions, recidivism 2) Sustainability for our 20 new teachers 	

School Name	DSST: Green Valley Ranch Middle School	
School Director	Lisa Richardson	
Grades Served	6-8	
Enrollment update	6 th	157
	7 th	148
	8 th	145
	Total Enrollment	450
Brief Summary of Academic Results	No new data from this year to report. Last year's TCAP results highlighted some great success that we had last year, as well as some deep pockets of improvement (specifically with our 7 th grade data). Our community is very excited to be a "Distinguished" School again and we look forward to working even harder this year to continue to grow and improve from these results.	
Top Two Things That are Working Well	<ul style="list-style-type: none"> - Caroline Gaudiani is doing a great job as Associate School Director. She brings a strong cultural eye to our cultural team (an much needed area of improvement) as well as bringing in a love and deep connection for the FNE community. - Our instructional leaders are working hard to focus on coaching and developing our teachers. It is excited to see more time spent in classrooms and with purposeful/structured development meetings as we increase our focus to developing teachers rather than evaluating. 	
Top Two Challenges	<ul style="list-style-type: none"> - We have had some unexpected absences due to health concerns with teachers which has put additional stress on our teachers and led to some inconsistencies in 7th grade. - Attendance numbers are lower than we would like, we are putting into place new plans to address these concerns. 	

School Name	DSST: Stapleton High School	
School Director	Jeff Desserich	
Grades Served	9 - 12	
Enrollment update	9 th	162
	10 th	134
	11 th	131
	12 th	91
	Total Enrollment	518
Brief Summary of Academic Results	<p>TCAP:</p> <ul style="list-style-type: none"> - Highest Combo MGP and Proficiency % of all DPS High Schools - Highest 9th Grade Writing MGP of all DPS High Schools - Highest 10th Grade Writing and Math Proficiency of all DPS High Schools - Low Income 10th graders outperformed non-Low-Income students in rest of DPS. - 9th Grade Math MGP down significantly from previous year <p>ACT:</p> <ul style="list-style-type: none"> - Highest Composite of all DPS High Schools - 11th Highest Composite in State of Colorado - 0.1 short of Highest ever composite score in DSST history - Lower growth than previous 4 Year Average <p>AP:</p> <ul style="list-style-type: none"> - 73% pass rate compared to 37% pass rate in DPS - 100% of students who took Physics Exams passed - Lower pass rate in Calculus than in previous years <p>PISA/OECD:</p> <ul style="list-style-type: none"> - 25% of our students scored in the top two bands compared to 10% Nationwide - Students significantly outperformed expected performance based on socio-economic status 	
Top Two Things That are Working Well	<p>Enrollment – We did a much better job predicting enrollment this year and are currently a few students over-enrolled.</p> <p>Athletics/Extra-Curricular Activities – Both Boys Soccer and Girls Volleyball are off to great starts...both could potentially make the playoffs for the first time this year. Robotics, Mock Trial and the Spring Musical are also off to strong starts. It's great to see all of the different ways our students can get involved and take pride in our school.</p>	
Top Two Challenges	<p>New Teachers – we have a higher number of new teachers than in previous years and so we are spending a significant portion of time supporting their development and not getting to observe and coach our returning teachers as much as we believe they deserve</p> <p>New Schedule – our new schedule (adding a 5th period to the Prep Academy days) has caused confusion and frustration. Confusion mainly for the students, but they are getting through that. Frustration for the math and science teachers in 9th and 10th grade that now have 60 minutes less of instruction each week.</p>	

School Name	DSST: Stapleton Middle School	
School Director	Jessica Heesacker	
Grades Served	6-8	
Enrollment update	6 th	155
	7 th	157
	8 th	150
	Total Enrollment	462
Brief Summary of Academic Results	1) SPF – Distinguished 2) MGP: 8 th reading went from 56.5 (2013) to 67 (2014) 3) MGP: 7 th reading went from 59 (2013) to 66.5 (2014) 4) MGP: 6 th reading went from 65 (2013) to 72 (2014)	
Top Two Things That are Working Well	1) Instructional coaching/feedback cycle 2) Focus on parent/student voice – School spirit and after school activities for students	
Top Two Challenges	1) Acclimating newly enrolled students (specifically in 7 th /8 th grade) into DSST culture 2) Consistency w/ cultural expectations	



Appendix C

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.

b. 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.

c. 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

d. 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.