DSST
PUBLIC SCHOOLS

Board of Directors Meeting

September 19, 2019 • 2:30pm – 5:30pm MST
DSST Home Office

3401 Quebec Street, Suite 2000, Denver, CO 80207, Mt. Massive/Elbert Conference Room

Our Core Values

Responsibility: *We acknowledge that our actions and choices impact ourselves and our community. We take ownership for what we do and how we choose to do it.*

Curiosity: *We are eager to learn, question, and explore. We have a thirst for knowledge, a love of investigation, and a desire to learn about ourselves, our community, and our world.*

Integrity: *We act and speak with honesty, fairness, and thoughtfulness. We consistently align our words and actions.*

Doing Your Best: *We put our best effort into everything we do. We know that individual and collective effort are required for our community to thrive.*

Courage: *We possess the confidence and resolve to take risks, push ourselves, and persevere in the face of pressure, adversity or unfamiliar circumstances.*

Respect: *We appreciate each person and their story through our words, actions, and attitudes. We value their unique perspective and treat others with dignity.*

Username: **wireless-guest-875**
Password: **M3tj35Da6kaPw3P**

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

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I. Welcome

DSST PUBLIC SCHOOLS

Board of Directors Meeting – September 19, 2019

I. Welcome (20) • Board Chair Welcome (10) • Public Comment (10)		Introductions Q and A	Gloria	2:30 - 2:50
II. Approval Items (5) • Minutes (5)	Pg. 6	Approval	Gloria	2:50 - 2:55
III. Discussion (40) • Review of Report Card Results		Information/Discussion	Nicole and Bill	2:55 - 3:35
IV. Reports (25) • CEO Report (15) • Executive Committee/Chair • Education & Information Technology Committee • Finance & Operations Committee • Audit Committee (5) • Advancement Committee • Nominating and Governance (5) • New Business	Pg. 9 Pg. 20 Pg. 21 Pg. 34 Pg. 39	Information Information Information Information Information Information Approval	Bill Gloria Alyssa Glenn Teresa George Pat	3:35 - 4:00
Executive Session (90) • Personnel Matters (30) • DPS Negotiations (45) • Real estate negotiations (15)		Information/Discussion	Bill	4:00 - 5:30
V. Adjourn Regular Meeting			Gloria	5:30

IV. Approval Items

MINUTES
DSST Public Schools Board Meeting
June 13, 2019
DSST Home Office, Mt. Massive/Mt. Elbert Conference Room

Meeting Called to Order: 2:45 p.m.

Board Members Present:
Alyssa Whitehead-Bust*
David Greenberg
Deborah McGriff*
George Sparks
Glenn Russo*
Gloria Zamora
Justin Jaschke
Scott Arthur
Teresa Berryman
Dwight Jones
*Attended via conference call

Parent Present: None

Board Members Absent: Gina Rodriguez, Greg Sissel, Patrick O'Rourke, Peter Fritzinger

DSST Staff Present: Ashley Piche, Brad White, Heather Lamm, Nicole Fulbright, Nick Plantan, Scott Walker

DPS Staff Present: None

Welcome:
Ms. Zamora welcomed everyone to the meeting and moved on to approval Items.

Approval Items:
Motion to approve previous board meeting minutes (5/23/19)- Jaschke
Second: Sparks
Vote: Unanimous approval

Discussion:

Mr. Walker shares the projected results of the network report card with the promise that they will take a deeper dive into the final 18-19 results at the September board meeting, and then opens the floor to questions. Results overall are not as good as we would have liked.
Ms. Fulbright expanded on different strategies and areas of focus for next year, including shoring up our math and literacy content and also ensuring that we are following through with our acting on data goal. Another area of focus that DSST and other local charters are struggling with is the lack of sufficient growth for PB1 students. We are both leveraging successful strategies from teachers in our network, as well as best practices from other charters.

Mr. Walker expanded on how we have been using Polarity Management to inform our strategies, and how we've worked to refine it to fit our needs. He emphasizes the importance of naming the different parts of our organization, exploring where the different tensions lie, and where the work happens.

The group approves of Polarity Management because it allows you to recognize tensions, see what needs to be addressed, and work through them. This has resonated at the school level as well, where many polarities exist, including a rigorous academic model vs. joy and making sure kids feel supported and loved. Now that we have more definitions around the work we do, we can be more effective at holding people accountable and making decisions. This ties-in specifically to letting the data drive decisions. For example, some schools may have gotten upset that

others got more autonomy. Now that we are being consistent and precise about what it means exactly to do well, people have something tangible to "hang their hat on" and share their specific success.

Mr. Walker outlines the first two of four 19-20 Network Priorities: **Acting on Data** and **Increasing Home Office Impact on School Success**.

Ms. Fulbright discusses the other two network priorities: **Building content foundations** and **Innovating High School STEM.**

Ms. Fulbright, Ms. Lamm, and Mr. Walker also give details on the different kinds of equity work we are doing to be true to our core model element of DEI, tangible things we are doing and also how people are being held accountable.

Reports:

The Executive Committee did not have a report/update at this meeting.

The Education & Information Technology Committee did not have a report/update at this meeting.

The Finance & Operations Committee did not have a report/update at this meeting.

The Audit Committee did not have a report/update at this meeting.

The Advancement Committee did not have a report/update at this meeting.

New Business: None

Executive Session
Ms. Zamora stated, "I would entertain a motion to go into Executive Session as permitted by the Colorado Open Meetings Act for the purpose of considering the following matters:

> (2) Pursuant to Colorado Revised Statute 24-6-402
> - (4) (a) the purchase, acquisition, lease, transfer, or sale of any real, personal, or other property interest
> - (4) (e) determining positions relative to matters that may be subject to negotiations
> - (4) (f) (I) personnel matters

Motion to adjourn regular board meeting- Jaschke
Second: Arthur
Vote: Unanimous approval

Motion to go into Executive Session- Arthur
Second: Jaschke
Vote: Unanimous approval

Motion to adjourn Executive Session- Berryman
Second: Greenberg
Vote: Unanimous approval

Respectfully Submitted,

Stefanie Gilary(note-taker), Secretary

IV. Reports

Home Office

a. Academic Team Update

Curriculum & Instruction

Priority	Department Update
Increasing Home Office Impact on School Success	
Building Math & Literacy Foundations	The Curriculum and Instruction Department is focusing heavily on our Math and Literacy Foundations priority. Currently this involves: • Targeted standards aligned planning development opportunities for new teachers • Aligning on a clear bar for excellence across Home Office Teaching and Learning Departments • Collaborating with the Program Team on school visits to identify bright spots and support in closing gaps • Clearly defining a menu of support that the Home Office can offer for schools
Innovating HS STEM	Lauren Jones-Kaplan has been working very closely with schools piloting our STEM certificate program to observe and support STEM teachers in getting a strong start this school year. In addition to classroom observations and teacher and leader support, we are also working to develop a clearer set of competencies for STEM classes to ensure rigorous and engaging experiences for all students.
Acting on Data	
Briefly describe major areas of focus for your team.	The Curriculum and Instruction Team is focused most heavily on the Math and Literacy Foundations and Innovating HS STEM Priorities.

Data & Assessment

Priority	Department Update
Increasing Home Office Impact on School Success	
Building Math & Literacy Foundations	
Innovating HS STEM	
Acting on Data	• SD PD at LT meetings • Implementation of Data Driven Leadership and Data Driven Instruction teams • Consultation with school leadership teams • Audit of school leadership teams' data plans and tools

	• Creation of data collection tools for school leadership teams as needed • Establishing target setting protocol for SDs and SCs
Briefly describe major areas of focus for your team.	• Acting on Data • 18-19 TCP Placement • 19-20 TCP Techer Metric Weighting • 18-19 Data Analysis & Strategic Planning

Special Services

b. College Success Update

Priority	Department Update
Increasing Home Office Impact on School Success	Operating model clarity- Identifying gaps between current and desired operating models, make shifts where possible, and improve clarity and accountability across the board and ensuring college success succession plan.
Building Math & Literacy Foundations	NA
Innovating HS STEM	DSST's integrated STEM HS program will increase options for our graduates by creating strands that culminate in the opportunity to earn a STEM Certificate in one of four fields of STEM. The STEM Certificate will allow students to be more successful in college.
Acting on Data	We will design processes/tools that align with our Theory of Action and that have buy-in from both school and home office leaders.
Briefly describe major areas of focus for your team.	**Additional College Success Connects to Tier 1 and 2 Priorities:** **HS GPA** Share National vs. DSST GPA imbalance with school-leaders and teacher-leaders; unearth existing and prevailing mindsets among veteran teachers around the intersect between grades, SAT scores, college readiness, and GPA; and determine a course of action to address this imbalance. **College Success Impact Fund** For the most impactful (and scalable) innovations, we believe in empowering school-based college success teams with resources to break the "ceiling". **College Success Database** Storing DSST college success data points internally, and aligned with internal systems, allows us to regularly track and analyze progress towards goals and differentiate support/programming as needed.

c. Development Update

Priority	Department Update
Increasing Home Office Impact on School Success	
Building Math & Literacy Foundations	
Innovating HS STEM	
Acting on Data	
Briefly describe major areas of focus for your team.	- 3.14M fundraising goal for FY20 - Support APS in meeting their fundraising goal for AST capital.

d. Human Capital Update
- *Human Capital Update includes updates from DEI, Leadership Development, Talent Operations & Talent Acquisition.*

Priority	Department Update
Increasing Home Office Impact on School Success	DEI – Partnering with schools to develop DEI development scope and sequence for the 1st Trimester, to deliver DEI sessions during 1st Trimester and in development of Critical Incident Policies. Planning for Network Affinity Groups begin Sept. 19th. The Leader Dev team is actively working with the HO's newly inaugurated Culture Committee to plan this year's reimagined annual HO retreat, focused on creating stronger HO culture and greater alignment in service of our schools. The Talent Acquisition Team is currently 100% hired for lead teaching roles for the school year, and looking to fill a few remaining paraprofessional student support roles.
Building Math & Literacy Foundations	
Innovating HS STEM	
Acting on Data	DEI – Partnering with Teacher Development for C3 – Data Driven Instruction (DDI) sessions (Promoting inclusive language and practice for gathering, reviewing, and analyzing data)

	The Leader Dev team kicked off this year's Advanced Leader Cohort on Tuesday, 9/3 and welcomed 18 of the network's highest potential leaders to a year-long, cohort-driven development experience. Leaders were charged with finalizing their Individual Leader Plans and selecting a mentor for the 19-20 SY. Talent Acquisition is reviewing hiring data from this past 2019-2020 hiring season to inform our thinking for the coming school year.
Briefly describe major areas of focus for your team.	**DEI Current Areas of Focus** • 1st Trimester DEI Development Sessions at Schools and at Home Office • 1st Trimester School Director DEI Development with National Equity Project as a Partner • Partnership with DPS on Black Excellence Resolution Task Force **Leader Dev Areas of Focus** • Internal and external pipeline building • Leader evaluation tool planning • Leader readiness tool creation • Supporting the development of the network's highest potential leaders **Talent Acquisition:** • Continuing to fill Paraprofessional Support roles at our campuses • Reflect on past hiring season data as we prepare for the 20-21 hiring season **Talent Operations** • Change mgmt. & configuration work for our new Human Resources Information System (Workday) launching on 10/31! • Support for new employees around wellness—accessing benefits, certification work, leave/absence scheduling, etc. • Placing teachers along the Teacher Career Pathway (TCP) based on their 18-19 student achievement data results & culture, team and instruction evaluation.

e. Marketing, Advocacy & Communications (MAC) Update

Priority	Department Update
Increasing Home Office Impact on School Success	Staff Recruitment -New staff conversations to better understand DSST's brand perceptions for prospective hires -Working with the academic team to identify teachers and content to highlight in campaign Student Recruitment -Planning best strategies for the 19-20 SY recruitment cycle and equipping schools with online/physical materials for recruitment

Building Math & Literacy Foundations	NA
Innovating HS STEM	NA
Acting on Data	Improving our external story through Data Driven social media posts and content pieces
Briefly describe major areas of focus for your team.	In addition to the above: -Advocacy content and voter education efforts to staff, students, and families; including weekly email voter info and social media charter myth-busting -Implementing new family engagement app, Flyer -Planning HO Retreat and supporting AST Groundbreaking

f. Operations Update

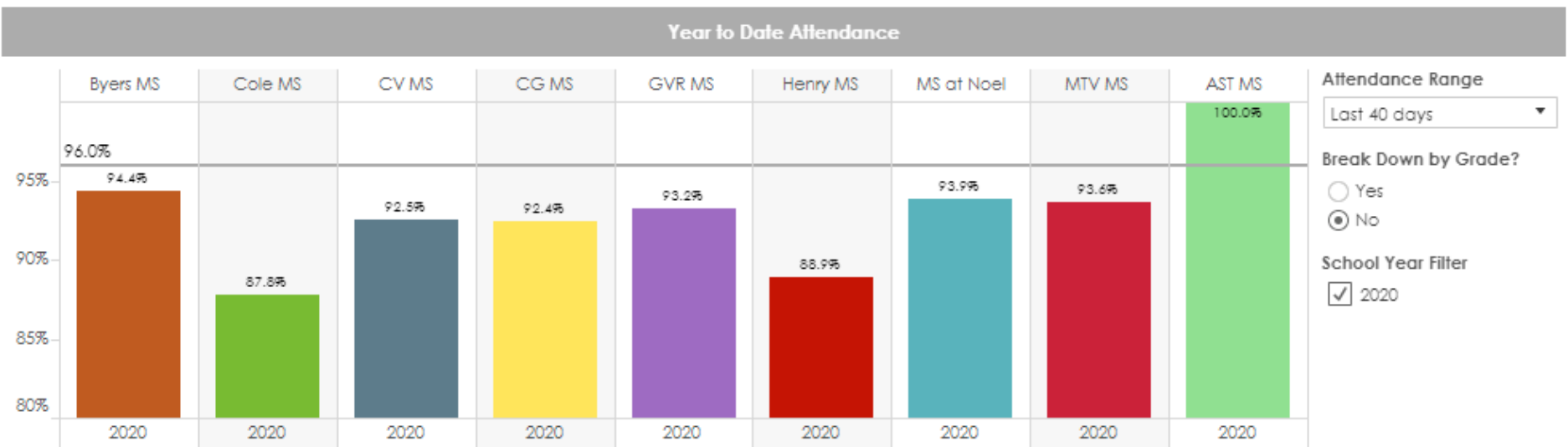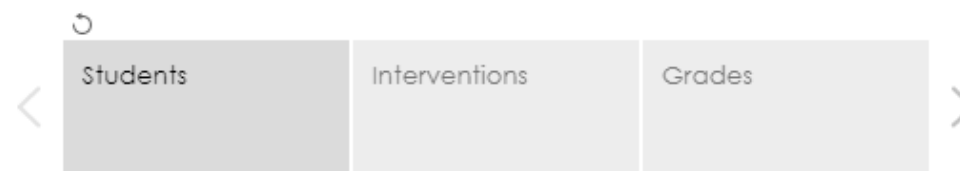| Priority	Department Update
Increasing Home Office Impact on School Success	- Set 2 change goals – 1) optimizing use of capital construction dollars to make school improvements, 2) Improving DPS-provided services as schools with low satisfaction ratings
Building Math & Literacy Foundations	N/A
Innovating HS STEM	N/A
Acting on Data	- 13 department goals & lead measures signed off by SLT
Briefly describe major areas of focus for your team.	Facilities: - AST launched in Temp space at Rocky Mountain Prep Fletcher - College View Campus 6-12 cafeteria construction completed - Henry MS Cafeteria renovation, HVAC fix, locker replacement, student bathroom update completed - Byers Campus Cafeteria / commons noise mitigation completed - GVR MS & HS Audio Visual Commons Replacement completed - STP HS Blinds replaced - Cole MS Staff Bathroom upgrades completed School Ops - Hired new Operations Manager (Kristin Pickering from KIPP LA) to the Ops team to support coaching of a portfolio of front office teams & improve networkwide Ops systems - 2 Front Office Managers (Lili Chavez at Cole HS and Maria Cedillo at CG HS) earned promotions to Senior Office Manager via our Front Office evaluation model - 5 Front Office team members earned SY 18/19 performance bonuses based on our evaluation model (CV HS: Erica Aragon &

	Luisa Tago; Cole HS: Amanda Molinar; Byers MS: Bailey Manning & Sheena Bustamante)
	- Front Office support us focused on planning & readiness for Oct Count

g. Teacher Development Update

Priority	Department Update
Increasing Home Office Impact on School Success	• Lead Norming and Continuous Observation Development with all schools in support of strong starts to effective coaching
Building Math & Literacy Foundations	• Ran a training with Student Achievement Partners (an organization started by the lead writers of the Common Core Standards) on Math and ELA Common Core Standards for Home Office Leaders and Content Experts on September 5 & 6 • Providing foundational content development for all new teachers on at C3 on September 13
Innovating HS STEM	
Acting on Data	• Providing first training of three in a series on Data-Driven Instruction for all new teachers at C3 on September 13 in partnership with Data Department
Briefly describe major areas of focus for your team.	• Continue building strong foundational development for new teachers and coaches while leveraging development platforms (C3 and ILD) • Increase development opportunities for returning teachers and coaches both in both the short and long-term • Partner across teams to ensure departments are able to get development/resources to schools to increase impact

h.   Directors Report

Middle School Directors Report

Students | Interventions | Grades

Year to Date Attendance

	Byers MS	Cole MS	CV MS	CG MS	GVR MS	Henry MS	MS at Noel	MTV MS	AST MS
	94.4%	87.8%	92.5%	92.4%	93.2%	88.9%	93.9%	93.6%	100.0%
	2020	2020	2020	2020	2020	2020	2020	2020	2020

96.0%

95%
90%
85%
80%

Attendance Range
Last 40 days

Break Down by Grade?
○ Yes
◉ No

School Year Filter
☑ 2020

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

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Enrollment

School	8th	7th	6th
Byers MS	160	154	153
Cole MS	114	121	112
CV MS	147	170	159
CG MS	163	162	156
GVR MS	160	160	159
Henry MS	84		
MTV MS	158	166	156
AST MS			167
MS at Noel		160	147

Attrition Rate

School		Value	Percent
Byers MS	Byers MS	25	5.4%
Cole MS	Cole MS	19	5.5%
CV MS	CV MS	15	3.2%
CG MS	CG MS	23	4.8%
GVR MS	GVR MS	9	1.9%
Henry MS	Henry MS	30	14.1%
MS at Noel	MS at Noel	21	6.8%
MTV MS	STP MS	16	3.3%
AST MS	AST MS	6	3.6%

(All bars labeled 2020)

Timeframe
Year-to-date

Break Down By Grade?
No

School Year Filter
2020

Custom Date Range

From Date   7/30/2019

To Date   9/11/2019

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High School Directors Report

↺

Students	Interventions	Grades

‹ ›

Year To Date Attendance

Byers HS	CG HS	Cole HS	CV HS	GVR HS	MTV HS

96.0%
95.1%

95%

94.0%

93.0%   93.5%

90%

88.9%

85.6%

85%

80%

2020	2020	2020	2020	2020	2020

Attendance Range

Last 40 days ▼

Break Down by Grade?
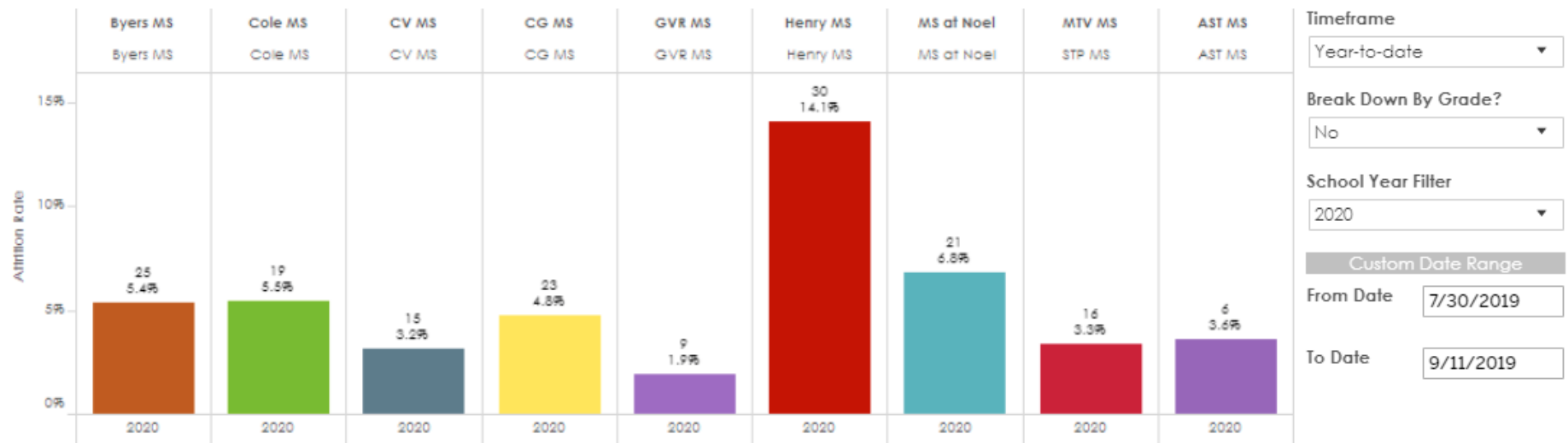
◯ Yes
⦿ No

School Year Filter

☑ 2020

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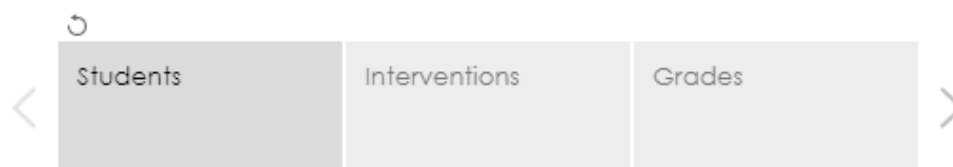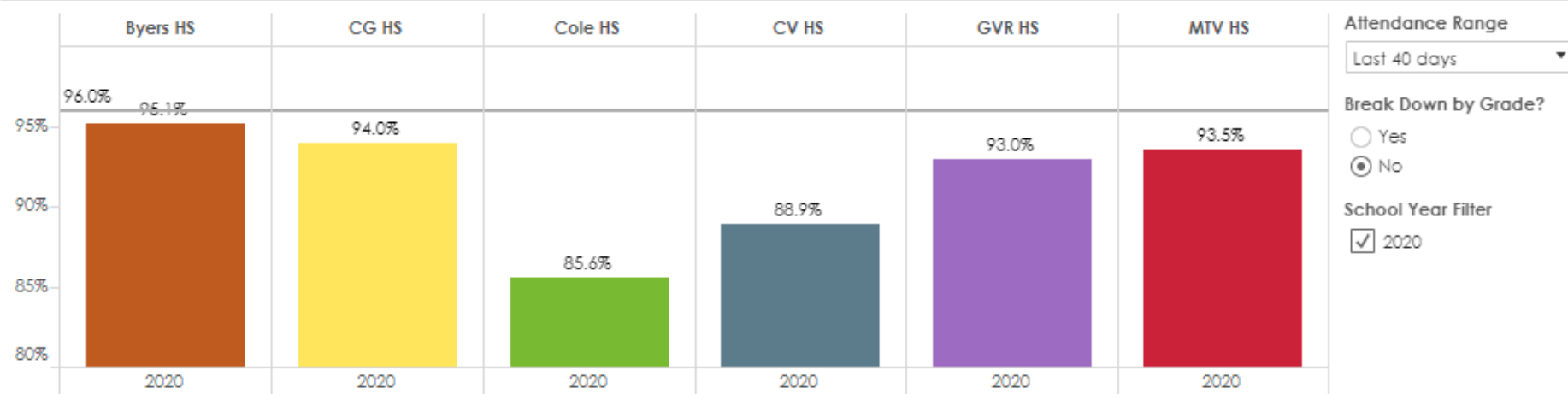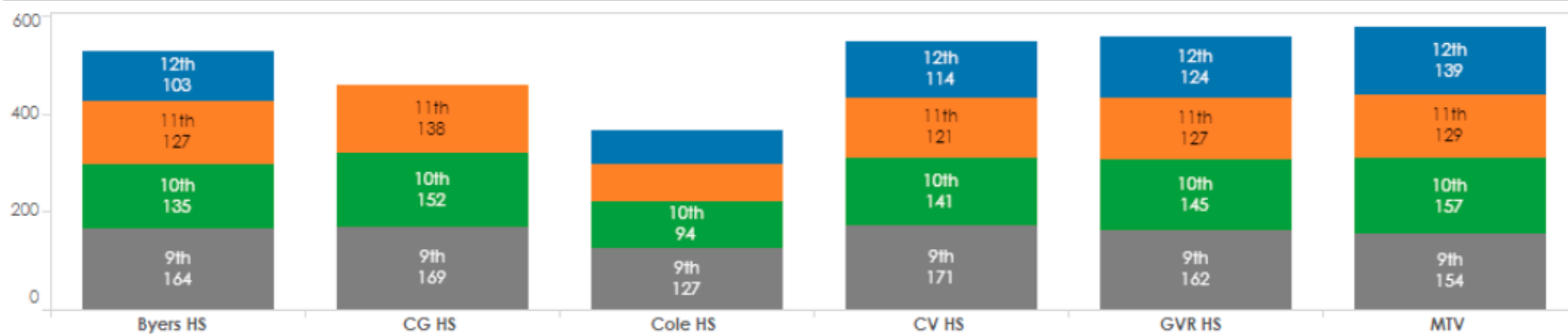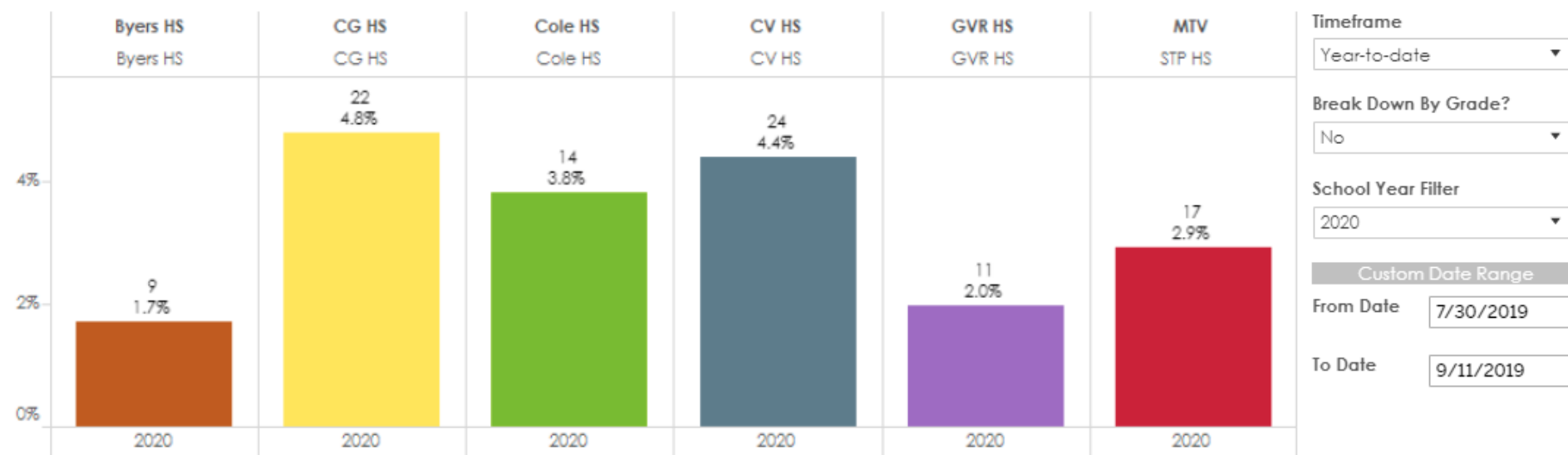
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Current Enrollment

School	9th	10th	11th	12th
Byers HS	164	135	127	103
CG HS	169	152	138	
Cole HS	127	94		
CV HS	171	141	121	114
GVR HS	162	145	127	124
MTV	154	157	129	139

Attrition Rate

	Byers HS	CG HS	Cole HS	CV HS	GVR HS	MTV
	Byers HS	CG HS	Cole HS	CV HS	GVR HS	STP HS
2020	9 / 1.7%	22 / 4.8%	14 / 3.8%	24 / 4.4%	11 / 2.0%	17 / 2.9%

Timeframe
Year-to-date ▼

Break Down By Grade?
No ▼

School Year Filter
2020 ▼

Custom Date Range

From Date   7/30/2019

To Date   9/11/2019

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Executive Committee
and Chair's Report Reference Materials

DSST Executive Committee Report

September 2019

The DSST Executive Committee met via phone conference on September 11, 2019. I entertained a motion to go into executive session, as permitted by the Colorado Open Meetings Act for the purpose of considering the following matters:

    (1) Pursuant to Colorado Revised Statute 24-6-402(4)(a)) regarding the purchase, acquisition, lease, or transfer of any real property interest.
    (2) Pursuant to Colorado Revised Statute 24-6-402(4)(e) regarding determing position relative to matters that may be subject to negotiations; developing strategy for negotiations; and instructing negotiations.

Motion to go into Executive Session at 1:30 p.m., Fritzinger
Second: Russo
Vote: Unanimous approval

The Call concluded at 3:00 p.m.

Executive Committee Members who participated in the call included, Peter Fritzinger, George Sparks, Alyssa Whitehead-Bust, Glenn Russo, Pat O'Rourke and Gloria Zamora. Staff Liaison: Bill Kurtz

Respectfully submitted,

Gloria Zamora

Board Chair

Finance & Operations Committee

DSST PUBLIC SCHOOLS

Annual Financial Report for the Fiscal Year Ended June 30, 2019

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Executive Summary

2019 Results (in thousands)			
	Actual	**Budget**	**Variance**
Revenue	$ 75,069	$ 71,296	5.3%
Expenses	$ 74,886	$ 75,638	1.0%
Net Income	**$ 183**	**$ (4,342)**	

Per-Student Year-Over-Year Changes			
	2019	**2018**	**Change**
Revenue	$ 12,863	$ 11,906	8.0%
Expenses	$ 12,832	$ 11,942	7.5%

- 75% of schools and home office departments met their discretionary budget targets.

*Excluding intra-fund transfers and depreciation

Consolidated Balance Sheets
(in thousands)

| | Twelve Months Ended | | |
	June 30, 2019	June 30, 2018	June 30, 2017
ASSETS			
Current Assets			
Cash and Cash Equivalents	$ 12,851	$ 12,934	$ 27,814
Short Term Investments	16,500	7,635	-
Accounts Receivable	7,055	2,837	2,562
Prepaid PCOPs Credits	4,992	6,074	7,115
Short Term Grants Receivable	1,441	2,130	1,692
Prepaid Items	276	653	222
Total Current Assets	**43,115**	**32,263**	**40,313**
Investments	17,458	20,515	13,791
Long Term Grants Receivable	1,530	2,771	908
Beneficial Interest in Assets Held by Outside Foundation	168	168	156
Total Assets	$ **62,272**	$ **55,717**	$ **54,261**
LIABILITIES AND EQUITY			
Liabilities			
Accounts Payable	10,749	4,662	3,215
Deferred Revenue	-	-	11
PCOPS Liability	1,273	988	772
Total Liabilities	**12,022**	**5,650**	**3,999**
Equity	50,249	50,067	50,263
Total Equity	**50,249**	**50,067**	**50,263**
Total Liabilities and Equity	$ **62,272**	$ **55,717**	$ **54,261**

* Balance sheet figures exclude 1.2M in capital assets (net of accumulated depreciation).
**Promises To Give have been split based on expected receipt timeline. PTG expected within a year is Short Term Grants Receivable; all other PTG is considered Long Term Grants Receivable.

Consolidated Statements of Income
(in thousands)

| | Twelve Months Ended | | |
	June 30, 2019	June 30, 2018	June 30, 2017
REVENUES			
Student Revenue	$ 1,012	$ 1,170	$ 764
Governmental Revenue	65,621	56,460	48,390
Contributions & Grants	7,305	5,428	3,583
Misc Revenue	1,131	555	397
Total Revenues	**75,069**	**63,612**	**53,133**
EXPENSES			
Salaries	38,986	32,941	26,578
Additional Pay	4,482	2,692	3,239
Payroll Taxes and Benefits	10,807	9,273	7,841
Professional Development	964	1,141	678
Events	765	607	514
Supplies	2,794	2,214	1,808
DPS Expenses	9,395	8,181	6,479
Professional Services	1,684	1,130	1,099
Operating Leases	290	259	222
Facilities	815	752	433
Technology	3,548	3,709	2,935
Misc Expenses	356	910	153
Total Expenses	**74,886**	**63,807**	**51,981**
NET INCOME	$ 183	$ (195)	$ 1,152

Income statement figures exclude inter-fund transfers and depreciation.

Consolidated Statements of Cash Flow
(in thousands)

	June 30, 2019	June 30, 2018	June 30, 2017
OPERATING ACTIVITIES			
Net Income	$ 183	$ (195)	$ 1,152
Changes in Operating Assets and Liabilities			
Accounts Receivable	(4,218)	(275)	(1,656)
Prepaid Expenses	1,459	610	855
Promises to Give	1,930	(2,301)	1,180
Accounts Payable	6,087	1,447	213
Deferred Revenue	-	(11)	(325)
PCOPs Liability	285	216	280
Cash Provided by Operations	**5,726**	**(509)**	**1,698**
INVESTING ACTIVITIES			
Investments	(5,809)	(14,371)	(1,222)
Purchase of Property & Equipment	(0)	0	-
Cash Provided by Investing	**(5,809)**	**(14,371)**	**(1,222)**
Change in Cash and Cash Equivalents	(83)	(14,880)	476
Cash and Cash Equivalents, Beginning of Year	12,934	27,814	26,279
Cash and Cash Equivalents, End of Year	$ **12,851**	$ **12,934**	$ **26,755**

Notes to Consolidated Financial Statements
(Amounts in thousands, except per student amounts)

1. *School Budget-to-Actuals*
School Statement of Income

	2019 Actuals	2019 Budget	Variance	%	Notes
REVENUES					
Student Revenue	$ 1,012	$ 1,069	$ (58)	-5%	
Governmental Revenue	66,841	66,495	346	1%	
Contributions & Grants	178	65	113	174%	1
Misc Revenue	181	-	181		
Receivable from Foundation	1,674	-	1,674		2
Total Revenues	**69,886**	**67,630**	**2,257**	3%	
EXPENSES					
Salaries	32,021	33,056	1,034	3%	
Additional Pay	2,287	1,908	(378)	-20%	3
Payroll Taxes and Benefits	9,341	10,012	672	7%	
Professional Development	302	274	(28)	-10%	
Supplies	2,446	1,788	(658)	-37%	4
DPS Expenses	9,395	8,961	(434)	-5%	5
Professional Services	158	179	21	12%	
Fees to CMO	11,793	11,739	(54)	0%	
Operating Leases	103	131	28	22%	
Facilities	788	1,060	272	26%	6
Technology	95	365	271	74%	7
Misc Expenses	135	159	24	15%	
Total Expenses	**68,862**	**69,634**	**771**	1%	
NET INCOME	**$ 1,024**	**$ (2,004)**	**$ 3,028**		

[1] Positive variance in contributions and grants primarily driven by unbudgeted funding from Diverse Charter Schools Coalition to reimburse admin staff salary at CG MS (+90k).

[2] Receivables from the Foundation were added as a policy after the budget cycle to account for expenses incurred at DSST against grants received at the Foundation; Apprentice Teacher expenses.

[3] Variance in additional pay due to much higher than budgeted substitute pay (-$636K), partially offset by TCP honors shifting to the HO budget (+383k). Excess cost funded through salary + benefits savings.

[4] Supplies variance was made up of overspending in student activities (-305k), athletics (-135k), and copies (-85k). Activities and athletics overage partially funded through additional fundraising revenue.

[5] DPS fees higher due to higher enrollment; more detail on page 11. We also contracted for psychologists and social workers that were budgeted as internal hires (-161K), resulting in salary savings.

[6] Facilities variance was driven by lower than budgeted spend on furniture and fixtures due to savings from not opening Henry HS (+60k), as well as several budgeted capital projects that didn't happen.

[7] Tech savings from system installation, primarily due to AST opening in a temporary facility (+150k).
* *excludes CMO contributions, school surpluses, contingency reserves and Tabor reserves.*

2. *Home Office Budget-to-Actuals*
Home Office Statement of Income

	2019 Actuals	2019 Budget	Variance	%	Notes
REVENUES					
PCOPs Offset	$ (1,220)	$ (1,220)	$ -	0%	
Contributions & Grants	217	281	(63)	-23%	
Fees to CMO	11,793	11,739	54	0%	
Misc Revenue	1,170	847	323	38%	1
Receivable from Foundation	3,285	0	3,285		2
Total Revenues	**15,245**	**11,647**	**3,598**	31%	
EXPENSES					
Salaries	6,964	7,444	480	6%	
Additional Pay	2,196	1,858	(338)	-18%	3
Payroll Taxes and Benefits	1,466	1,568	101	6%	
Professional Development	662	843	181	21%	4
Events	765	886	121	14%	5
Supplies	348	330	(17)	-5%	
Professional Services	1,526	964	(562)	-58%	6
Operating Leases	187	189	2	1%	
Facilities	27	20	(7)	-34%	
Technology	3,453	3,229	(224)	-7%	7
Misc Expenses	217	412	196	47%	8
Total Expenses	**17,811**	**17,744**	**(67)**	0%	
NET INCOME	$ **(2,567)**	$ **(6,097)**	$ **3,531**		

[1] Positive variance in misc. revenue due to better than expected return on investment (+157k), allocations from the COO reserve (+86k), and the Kaiser healthcare rebate (+75k).

[2] Receivable from the foundation to cover Harvey and Malone grant-funded expenses per the new accounting policy described above.

[3] Additional pay exceeded budget primarily due to moving TCP Honors expense to HO (-392K), partially offset by underspending on curriculum & assessment work (+110).

[4] Professional development variance was due to lower than expected leadership development expense (+141k) on the Teacher Effectiveness budget from delayed spend.

[5] Events under budget primarily resulting from college success savings due to delayed spend (+165k).

[6] Professional services were overspent due to consulting in Human Capital for selection and implementation of the Workday system (-210k) as well as overage in IT due to a shift in costs from salaries to Full Duplex consulting fees (-160k).

[7] Technology variance was due to unbudgeted HRIS expense to purchase the Workday system (-212k).

[8] Miscellaneous expense variance was driven by a lower utilization of the COO reserve (-188k).

* Excludes CMO contributions and budgeted expense buffer.

3. *Foundation Budget-to-Actuals*

Foundation Statement of Income

	2019 Actuals	2019 Budget	Variance	%	Notes
REVENUES					
Contributions & Grants	6,909	3,640	3,269	90%	1
Misc Revenue	(220)	119	(339)	-285%	2
Total Revenues	**6,689**	**3,759**	**2,930**		
EXPENSES					
Misc Expenses	5	-	(5)		
Foundation Payable to DSST	4,959	-	(4,959)		3
Total Expenses	**4,964**	**-**	**(4,964)**		
NET INCOME	$ 1,726	$ 3,759	$ (2,033)		

[1] Positive variance driven by new Malone grant for school buildout and leadership development. We did not anticipate such a large gift during the initial budget development.

[2] Misc revenue variance due to losses incurred during the time taken to sell stock.

[3] Negative variance driven by new policy to record a payable at the foundation for restricted spend incurred at DSST, Inc.

4. Historical School Analysis

Same-School Changes

Same-School Changes shows the change in actuals year-over-year **for schools that were fully built out in both years considered**. For the 2018 and 2019 fiscal years, this included the Montview (formerly Stapleton) campus, Green Valley Ranch campus, Cole campus, College View Middle School, Byers Middle School, and Conservatory Green Middle School. Enrollment was very similar between the 2 years (4,210 in 2019 and 4,195 in 2018). Revenues were predominately bolstered by increased government revenue. Increases in expenses were due to higher salary costs and school district expenses. Also included is a presentation of same school results with the FY2019 CMO fee retroactively applied to FY2018. (See Historical CMO Fees on next page for discussion of new CMO fee.)

	Actual					2019 CMO Fee		
	2019	**2018**	**Δ%**			**2019**	**2018**	**Δ%**
Revenues	48,950,925	46,450,819	5.4%		Revenues	48,950,925	46,450,819	5.4%
Expenses	46,690,176	43,978,635	6.2%		Expenses	46,690,176	44,556,025	4.8%
Net Income	**2,260,749**	**2,472,185**	**-8.6%**		Net Income	**2,260,749**	**1,894,795**	**19.3%**

Historical DPS Fees

Historical per student DPS fees are as follows (per student rates are a percentage of PPR and mill revenue). Only DSST schools that share a campus with non-DSST schools pay the Charter Shared Campus Fee. Other DPS Expenses include Food Service Contracts, Principal Accounts, Psychologists, Social Workers, Nurses, Security Officers, PCOP Charge and other.

	2020 Budget	2019 Actual	2019 Budget	2018 Actual	2018 Budget	2017 Actual	2016 Actual
Enrollment	6,156	5,836	5,761	5,343	5,379	4,781	4,000
Per-student government revenue	$ 10,493	$ 10,091	$ 10,112	$ 9,336	$ 9,292	$ 9,129	$ 8,469
Facility Use Fee	$ 770	$ 773	$ 773	$ 773	$ 773	$ 779	$ 775
	7.3%	7.7%	7.6%	8.3%	8.3%	8.5%	9.2%
Special Education Service Charge	$ 318	$ 289	$ 322	$ 352	$ 315	$ 294	$ 305
	3.0%	2.9%	3.2%	3.8%	3.4%	3.2%	3.6%
DPS Overhead	$ 308	$ 334	$ 368	$ 317	$ 307	$ 242	$ 270
	2.9%	3.3%	3.6%	3.4%	3.3%	2.7%	3.2%
Transportation	$ 149	$ 149	$ 149	$ 149	$ 137	$ 126	$ 124
	1.4%	1.5%	1.5%	1.6%	1.5%	1.4%	1.5%
Charter Shared Campus Fee	$ 53	$ 53	$ 53	$ 53	$ 49	$ 48	$ 46
	0.5%	0.5%	0.5%	0.6%	0.5%	0.5%	0.5%
Other DPS Fees	$ 82	$ 91	$ 54	$ 70	$ 48	$ 58	$ 60
	0.8%	0.9%	0.5%	0.7%	0.5%	0.6%	0.7%
Total DPS Expenses / Total Students	**$ 1,680**	**$ 1,689**	**$ 1,719**	**$ 1,714**	**$ 1,628**	**$ 1,548**	**$ 1,581**
	16.0%	16.7%	17.0%	18.4%	17.5%	17.0%	18.7%
PCOPs Charge (% of salaries)	9.40%	9.6%	9.6%	9.6%	10.0%	10.0%	10.0%

Historical CMO Transfers

Historical per student CMO fees at schools are as follows (per student rates as a percentage of PPR and mill revenue are given in italics). The CMO Fee is calculated as 12% of PPR and mill revenue for middle schools and 9.75% for high schools in 2019 (10.75% and 8.5% respectively in 2020); prior years were calculated as 10% of PPR. This change explains much of the overall increase in CMO fees year over year.

The Academic Stipends fee is used to reimburse the CMO for academic stipends that are expensed centrally. Other Reserves include the ELL Funding Reserve (equal to 50% of school ELPA Excellence awards) and the Fundraising Pool Reserve (used to more equitably redistribute school fundraising). Historically CMO fees were consciously increased so that schools are charged at full cost for the services rendered by the home office, and based on long-term assumptions about the fees required to sustain the home office. Going forward into FY2020, CMO fees are being decreased as a result of the effort to save money at the Home Office to fund our new teacher compensation model.

	2020 Budget	2019 Actual	2019 Budget	2018 Actual	2018 Budget	2017 Actual	2016 Actual
Enrollment	6,156	5,836	5,761	5,343	5,379	4,781	4,000
Per-student government revenue	$ 10,497	$ 10,091	$ 10,112	$ 9,336	$ 9,292	$ 9,129	$ 8,469
CMO Fee	$ 1,012	$ 1,107	$ 1,106	$ 782	$ 776	$ 767	$ 752
	9.6%	*11.0%*	*10.9%*	*8.4%*	*8.4%*	*8.4%*	*8.9%*
Special Education Fee	$ 202	$ 201	$ 202	$ 199	$ 198	$ 211	$ 200
	1.9%	*2.0%*	*2.0%*	*2.1%*	*2.1%*	*2.3%*	*2.4%*
Telecommunications	$ 88	$ 85	$ 87	$ 86	$ 85	$ 68	$ 79
	0.8%	*0.8%*	*0.9%*	*0.9%*	*0.9%*	*0.7%*	*0.9%*
Academic Stipends	$ 38	$ 53	$ 54	$ 6	$ 58	$ 44	$ 16
	0.4%	*0.5%*	*0.5%*	*0.1%*	*0.6%*	*0.5%*	*0.2%*
Technology Consumables	$ 25	$ 25	$ 25	$ 35	$ 35	$ 39	$ 47
	0.2%	*0.2%*	*0.2%*	*0.4%*	*0.4%*	*0.4%*	*0.6%*
Network Software	$ 106	$ 106	$ 107	$ 94	$ 93	$ 90	$ 71
	1.0%	*1.0%*	*1.1%*	*1.0%*	*1.0%*	*1.0%*	*0.8%*
Other Reserves	$ 13	$ 20	$ 18	$ 106	$ 15	$ -	$ -
	0.1%	*0.2%*	*0.2%*	*1.1%*	*0.2%*	*0.0%*	*0.0%*
Total CMO Expenses	$ 1,483	$ 1,597	$ 1,597	$ 1,307	$ 1,260	$ 1,220	$ 1,165
	14.1%	*15.8%*	*15.8%*	*14.0%*	*13.6%*	*13.4%*	*13.8%*

CMO Support per School

CMO Support represents the amount of additional financial support required at a school to break even. CMO Support is calculated as the sum of CMO contribution, PCOP credits (net of reserves) and QZAB credits, less net revenues. Only values greater than zero are shown. Byers and Montview are displayed as a campus, rather than individual schools, to reflect the management of the schools as a single entity. In fiscal year 2019, Cole HS and Henry MS were enrollment-challenged, reaching 76% and 58% of their respective enrollment targets.

	2019	2018	2017	2016
Montview Campus	$ -	$ -	$ -	$ -
Green Valley Ranch MS	-	-	-	-
Green Valley Ranch HS	-	-	40	227
Cole MS	-	-	-	-
Cole HS	36	598	39	196
College View MS	-	-	-	-
College View HS	-	-	-	218
Byers Campus	-	-	236	-
Conservatory Green MS	-	-	-	201
Conservatory Green HS	248	-	324	-
Henry MS	350	529	384	107
Noel MS	127	-	-	-
	$ 761	$ 1,127	$ 1,024	$ 950

5. Promises to Give

	June 30, 2019	2019 New PTG	2019 Collections on PTG	June 30, 2018
Donors				
Vision 2022			800	800
Harvey	2,771		1,250	4,021
Larrk			50	50
Calder	100	100		-
Nord	100	100		-
CSGF			30	30
	$ 2,971	$ 200	$ 2,130	$ 4,901

Short-Term Collections	
FY 2020	1,441,100
Future Collections	
FY 2021	1,530,100
Total PTG	**$ 2,971,200**

6. Equity

Equity remained stable this year, increasing 0.3%. Vision 2020 and 2022 were fully spent down resulting in a large increase in unassigned fund balance. Tabor increased due to a more conservative approach internally of calculating Tabor based on all expenses.

	June 30, 2019	June 30, 2018	June 30, 2017
Non-Spendable Fund Balance	$ 5,267	$ 6,727	$ 214
Restricted Fund Balance			
Vision 2020	-	4,031	5,541
Malone	8,234	6,613	6,613
Vision 2022	-	1,337	4,410
Harvey	3,024	4,303	1,685
Daniels	539	946	1,302
Sie	975	975	975
Ariel Berryman Scholarship Fund	235	193	-
Other	1,898	1,444	4,221
	14,905	19,842	24,747
Tabor Emergency Reserve	3,411	1,810	1,448
Assigned Fund Balance	-	-	11,562
Unassigned Fund Balance	5,723	2,779	12,292
Network Designated Reserves	20,944	18,910	
	$ 50,249	$ 50,067	$ 50,263

Audit Committee

Audit Committee Meeting Minutes
September 4, 2019, and September 13, 2019

September 4, 2019

Attendees
Teresa Berryman, Audit Committee Chair
Peter Fritzinger, Audit Committee
Patrick O'Rourke, Audit Committee – Phone in
Anthony Eberspacher, DSST
Nicholas Plantan, DSST
Kimberley K. Higgins, Eide Bailly LLP
Janeen Hathcock, Eide Bailly LLP

Minutes

Eide Bailly walked the committee through the draft FY19 audit and the single audit. DSST and Eide Bailly worked with the Colorado Department of Education, Denver Public Schools, and Aurora Public Schools to ensure that the audits and the financial statement package includes audited statements and schedules required by each entity. This was a significant effort.

Additional testing work and legal representation letter must be completed before the statements, accompanying opinions, and the management discussion and analysis are ready for partner final review and presentation to the audit committee for approval. The committee suggested several edits that were accepted by management and the auditors for inclusion in the final version.

The auditors will review the audit committee charter and provide any suggestions at the next meeting of the audit committee.

The meeting was adjourned at 2:00 PM.

Attendees Telephone Meeting
Teresa Berryman, Audit Committee Chair
Peter Fritzinger, Audit Committee
Patrick O'Rourke, Audit Committee
Anthony Eberspacher, DSST
Nicholas Plantan, DSST
Kimberley K. Higgins, Eide Bailly LLP
Janeen Hathcock, Eide Bailly LLP

Minutes

Eide Bailly walked the committee through the changes to the FY19 draft audits and accompanying financial statements. One new finding was included in the opinion letters regarding documentation of at least three bids for purchases over $10,000 from federal funds under the single audit. This finding was in addition to the normal finding required because Eide Bailly, LLP prepares the financial statements, which is typical for an organization the size of DSST without a CPA on its staff.

The auditors provided feedback on the draft charter, which was approved by the Audit Committee and will be provided to the DSST Board.

The DSST staff were excused from the call and Eide Bailly confirmed that they had no conflicts in performing the audit and there were no constraints imposed on them by management in performing the audit. The auditors suggested process changes to improve the efficiency of the audit process, which will be discussed with management. Further, the auditors recommended that management consider internal preparation of the financial statements in the future, which in the auditor's experience improves the quality of the statements and the effectiveness of the audit process. The committee agreed to take up this matter. The committee thanked Eide Bailly for its work.

The meeting was adjourned at 4:40 PM.

Audit Committee Charter
2019-2020

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

Authority
The audit committee is empowered to:

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

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

Operational Principles
The audit committee will operate under the following principles:

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

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

Responsibilities

Financial Reporting
1. Approve annual audited financial statements prior to submission to external entities or regulators. Review them with management and, as applicable, with external auditors to consider whether they are complete, consistent with information known to audit committee members and reflect appropriate accounting principles.
2. Provide audited financial statements to the board.
3. Provide the Internal Revenue Service Form 990, and the 401(K) audit to the board.
4. Inform management and the external auditors that they are expected to provide a timely analysis of significant current financial reporting issues and practices.
5. Review and understand the impact of significant accounting and reporting issues including: complex or unusual transactions; judgmental and high risk areas; and recent professional and regulatory pronouncements. Evaluate management plans to address such matters, auditor's views, and the basis for conclusions.
6. Approve significant changes in important accounting principles and the application thereof in both interim and annual financial reports.

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

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

Risk Management
1. Review risk mitigation practices to ensure DSST sufficiently manages and protects against exposure to risk. This includes reviewing the both the categories of risk tracked by management and management's assessment of preparedness.

Members 2019-2020
Teresa Berryman, Chair
Peter Fritzinger, Member
Patrick O'Rourke, Member

Nicholas Plantan, DSST Liaison

Audit Committee Goals 2019-2020

In conjunction with DSST leadership accomplish the following:
1. Update charter
2. If any comments are made in the management letter, determine if action should be taken and supervise the plan if appropriate.
3. Track reporting for the addition of Aurora Public Schools results.
4. Continue tracking the evolution of risk management strategies including assessment, monitoring and reporting.

Schedule of Meetings

Date	Agenda Items	Format
Sept. 4, 2019, 1:00 pm	Audit exit conference (with external auditors)	In -person
Sept. 13, 2019, 3:30 pm	Approve Audited Financial Statements (with external auditors) Approve Audit Charter Executive session with external auditors	Phone-in
Feb. 20, 2020, 9:00 am	Engage auditors Review Risk Management Report	In-Person
May 6, 2020, 12:30 pm	Audit entrance conference	In-person

Nominating & Governance Committee

Nominating and Governance Committee

Board Report
September 2019

Fiscal Years 2019-2020 Objectives:

I. Board Development
- New Board members: Cultivate a pipeline of exceptional new Board prospects that are available for appointment as time and need determine. Prospects for our Board will be evaluated against the stated Vision 2020 and our longer-term "What Next?" vision and the needed skill sets to achieve them. **Targeting 3-5 new directors for 2019**
  - **3 new directors have been added this year.**
    - **Brenda Allen**
    - **Barbara Brohl**
    - **Janet Lopez**
  - **Committee continuing to identify and screen additional candidates.**
  - **Board orientation completed for new directors.**
- Create a Board culture that fosters engagement through regularly scheduled Board and school events including school tours, external evaluation of schools and school leader dinners.
  - **Ongoing.**
- Resolve specific questions and needs of the Board relating to terms and succession and make specific recommendations to the Board regarding these matters.
  - **Ongoing.**

II. Board Evaluation
- Board level: Conduct an annual survey for the overall Board to evaluate our work in supporting the overall organization. This should include a 360-degree evaluation to give staff a chance to evaluate Board effectiveness.
  - **Patrick O'Rourke to lead a review of survey instrument and approach for next year.**
  - **Next survey scheduled for Sept/Oct 2019.**
- Committee level: Include a section for each Committee in the annual survey to evaluate their committee work in support of the overall organization. Also use charters and progress toward each charter goal as basis for evaluation.
- Individual level: Develop and utilize criteria for individual participation on the Board, including financial contribution and engagement; assist in the development of individual Board action plans as necessary.

Board Development
- Members (11/18)   15
- 2019 Departures   2
- <u>New Additions in 2019   3</u>
- Net   16
- Target Board Size   16 - 18
- 2019/20 Openings   0 - 2

2019 Board Member Search Criteria

1. Strengthening of our resource development efforts.
2. Diversity of board membership.
3. Aurora resident, influencer.
4. Expansion of DSST's position in the community – public and private.
5. Creation of employment and internship opportunities for our students.
6. Technology/IT Background

Appendices

School Profiles

AURORA SCIENCE & TECH

School Name	Aurora Science & Tech
School Director	Peter Sherman
Grades Served	6

Enrollment Update	6th	167
	Total Enrollment	167

Brief Summary of Academic Results	We are in the process of collecting baseline academic data.
Top Two Things That are Working Well	1. We have established foundational routines around transitions and instruction. 2. Per our first advisory survey, students are reporting high scores of: belonging at AST; that advisors care about them; that advisory helps teach them about high expectations; and that they can approach their advisor.
Top Two Challenges	1. We are focused on getting 100% of students engaged and on task all the time. 2. We are building our staff culture and need to strengthen our trust, teamwork, and interdependency.

BYERS CAMPUS

School Name	DSST: Byers Middle School & High School	
School Director	Elin Curry	
Grades Served	6 – 12	
Enrollment Update- Middle	6th	156
	7th	151
	8th	160
	Total Enrollment	467
Enrollment update- High	9th	165
	10th	134
	11th	127
	12th	103
	Total Enrollment	529
Brief Summary of Academic Results	MS: - 2nd highest performing school for CMAS English-Language Arts growth in DPS, 78% of students proficient or advanced. - 7th highest performing school for CMAS Mathematics growth in DPS, 65% of students proficient or advanced. HS: - 3rd ranked DPS High School for English PSAT Growth, 14th ranked in the State - 4th ranked DPS High School for Math PSAT Growth, 11th ranked in the State - 84% of 10th graders at or above PSAT college ready benchmark for English, 81% of 10th graders above PSAT college ready benchmark for Math Both: - Strong ELL and SPED results	

Top Two Things That are Working Well	HS Culture is really strong as a result of intentional policy changes and TLI training to create unity across our staff team. We are seeing extremely strong student and staff response to our equity work around critical incidents and have seen high attendance overall in our high school. We have kicked off data driven leadership in a totally different way this year and are more aligned to specific weekly priorities based on access to clear, in-the-moment data related to instruction, culture, and staff pulse.
Top Two Challenges	7th grade culture has been challenging with a difficult student class combining with a new staff team dynamic that are not coalescing well. Our culture team is new and folks are starting to feel the strain of these roles as we are beginning to see a wider array of student behaviors and parent concerns alongside working to support new systems for interventions this year.

COLE MS

School Name	DSST: Cole Middle School	
School Director	Grant Erwin	
Grades Served	6 – 8	
Enrollment Update	6th	111
	7th	121
	8th	114
	Total Enrollment	346
Brief Summary of Academic Results	Our proficiency and necessary median growth percentile (MGP) to catch students up to grade level were inadequate. We have been transparent with the results to both staff and students, and we are committed to seeing drastic improvements this year.	
Top Two Things That are Working Well	1) We have created a strong culture of feedback with staff. Every adult in the building is working hard each day to get better. 2) We changed a lot of our systems and are focusing on consistency of high expectations across our school. Though we are still developing the skill of adults to follow through at the levels we expect, the will is very strong.	
Top Two Challenges	1) Breaking away from old habits: Our team has some old habits, specifically around a low bar for what kids can accomplish and being reactive instead of proactive. We are working to identify, name, and correct these tendencies each day. 2) Building instructional techniques of staff beyond just culture and discipline. The school has been in a position the last several years where culture and discipline we consuming priorities, and therefore teacher proficiency of strong instructional practices has been underdeveloped.	

COLE HS

School Name	DSST: Cole High School	
School Director	Lia Brunner	
Grades Served	9 – 12	
Enrollment Update	9th	127
	10th	94
	11th	77
	12th	70
	Total Enrollment	368
Brief Summary of Academic Results	Based on our MGP results from 2018-2019, we are prioritizing and focusing on increasing our EBRW MGP to grow substantially from a 39 overall MGP. We will continue to leverage the 70 MGP for Math to sustain and increase our Math MGP results. ● 18th in CO for Math MGP ● 5th in DPS for Math MGP Our combined EBRW / Math MGP put us in the Top 10 for DPS, but we are not at all satisfied with this ranking. We know that focusing on EBRW growth will increase our overall ranking.	
Top Two Things That are Working Well	1) Strong and cohesive start to school year with clear classroom look-fors and data tracking to ensure we are operating with consistency throughout all of our classrooms 2) We are prioritizing effective data driven instruction cycles by kicking off with 6 week trackers, reteaches, and weekly data meetings to ensure our instructional pivots are based in achievement data.	
Top Two Challenges	1) We have identified four specific class periods that need additional coaching for behavior management to ensure rigorous classroom instruction is occurring. These four class periods are first year and new to DSST teachers. 2) Student attendance is still an ongoing issue that has persisted from the previous school year. We are hovering between 89% - 94%. We have implemented a more robust attendance policy and are beginning the second wave of interventions / communication from our advisors and front office to families reporting out attendance concerns to specific students and families.	

COLLEGE VIEW MS

School Name	DSST: College View Middle School	
School Director	Libby Brien	
Grades Served	6 – 8	
Enrollment Update	6th	159
	7th	170
	8th	147
	Total Enrollment	476
Brief Summary of Academic Results	- Math 8 data was highest in network and in top 10 in Denver with MGP of 69. Alyse Nelsen's MGP was 83. - CVMS had top proficiency in ELA and Math for schools in Denver above 90% FRL and 90% SOC. - The gap in growth/proficiency for students with IEPS closed dramatically compared to our results from 17-18. - Overall Math MGP = 59 and ELA = 51. Math performance was overall pretty strong and ELA mediocre. We continue to believe our focus in literacy is the right one.	
Top Two Things That are Working Well	1. **Achievement First Navigator Program & curriculum adoption**- we've had a strong start using our new curriculum in reading and writing 6-8. Using a strong curriculum has raised the floor- including in classrooms with brand new teachers. Our students are spending more time in text and "ink" and engaging in more consistent rigorous tasks. Leaders engaging in the Navigator program are getting strong coaching and development around literacy programming. 2. **CoTeaching Launch-** our team continues to be super invested in coteaching- which is occurring in math, literacy, and ELD 3 classrooms. Our focus in the first several weeks of school has been around presenting a "united front" in the classroom and coplanning. More recently we have launched our systems around data collection and soon hope to get better at responding to data in cotaught rooms in order to shorten the feedback loop for students. 3. **New Math AT Pilot:** launch has been successful, and program design is robust and has been well received by our newest ATs.	

Top Two Challenges	1. **Effective Instruction to support MLLs:** we are lacking some serious expertise to differentiate to our wide range of MLLs. There is alot of development needed to bring staff team up to par and we still feel like we are lacking appropriate network support/direction. 2. **Science Curriculum/Instruction:** this department had the highest turnover, was the hardest to hire for, and therefore currently has some of our most inexperienced teachers. With the change in network curriculum resources/plans- we are not putting our best plans in front of kids every day.

COLLEGE VIEW HS

School Name	DSST: College View High School	
School Director	Becca Meyer (Bill Knous, Interim School Director)	
Grades Served	9 – 12	
Enrollment Update	9th	171
	10th	142
	11th	121
	12th	114
	Total Enrollment	548
Brief Summary of Academic Results	Strengths: ● Achieved 7 points above our MGP forecast ● Highest Grade 11 EBRW MGP (51) for schools with FRL of 85% and above ● #9 in MGP for all HS in DPS ● Closed growth gaps in SpED students in Grade 10 for both Math and EBRW ● 10th Grade achievement growth was strong relative to the historical performance of the group Areas of Growth ● Gaps between MLLS and Non-MLLs, as well as SpED and non-SpED, continue to be in the range of 20-40 points. ● We are #87 in the state for MGP ● Math 11 MGP is 16.5 points below the closest DSST school.	
Top Two Things That are Working Well	● Focus on a Strong Start: Months of intentional, strategic planning have gone into crafting a vision, getting buy-in, deliberately practicing, and executing our first 30 days in order to build a strong academic culture where teaching and learning are the focus. For example, CLT and ILT are collaborating to co-coach and build teacher skill: with a number of 1st and 2nd teachers staffing our most critical positions connected to PSAT/SAT, we have adjusted our strategy to support the building of skill in both culture and instruction. This model had led to more efficacy for our LT team, and teachers feeling more successful and more supported. ● Expanded MLL and SpED programming and support: With two highly trained and dedicated teams, we have the best structure we've ever had in order to effectively support students and teachers to ensure access and build towards consistent academic success: early data on student performance is mixed, however.	

	● We have an Interim School Director, and that has led to a gap in strategic and distributive leadership practices. The structure we've built does not feel sustainable for many leaders and teachers, and attrition is an early concern as a result of short-sighted leadership. ● Our focus on management, systems and routines, while positive, has also revealed that rigorous and engaging lessons continue to be a huge gap. There are bright spots, but a number of low-rigor activities permeate our daily teaching practices and the impact will be low engagement and low performance if unabated.

CONSERVATORY GREEN MIDDLE SCHOOL

School Name	DSST: Conservatory Green Middle School	
School Director	Natalie Lewis	
Grades Served	6 – 8	
Enrollment Update	6th	154
	7th	160
	8th	162
	Total Enrollment	476
Brief Summary of Academic Results	- CMAS results this year show that... - Overall ELA grew 8 pts in MGP to 64 - Overall Math grew 6 pts in MGP to 60 6th Grade ELA MGP grew to 73.5 from 47.5 the year before - Our EL students proficiency increased by 11%	
Top Two Things That are Working Well	- Our hallway culture feels different from last year. Students are traveling more quickly to classes and staying in classes. - We've started a new arrival procedure and students have embraced the process and halls are clear at the start of 8. - We've been consistent about our cadence with coaching and observation meetings	
Top Two Challenges	1. Students and staff are learning more about the new systems for the school. I'm a new director and the change management of new leadership is a process that we're experiencing. 2. We are one para short in our HIVE (MIS) needs program. We have 13 students and trying to meet all of the needs of our students with being short staff has been challenging 3. **Science Curriculum/Instruction:** this department has more novice teachers, has been the hardest to hire for, and therefore currently has some of our most inexperienced teachers. With the change in network curriculum resources/plans- we are not putting our best plans in front of kids every day.	

CONSERVATORY GREEN HIGH SCHOOL

School Name	DSST: Conservatory Green High School	
School Director	Adeel Khan	
Grades Served	9 – 11	
Enrollment update	9th	167
	10th	147
	11th	138
	Total Enrollment	452
Brief Summary of Academic Results	#3 in the state of Colorado for Math Growth MGP- super exciting and returned the strongest teachers yielding those results - expecting another great year here. - MGP was lower for English, disappointing results considering we thought this was a strength of our school. 9th grade not releasing MGP this year was a detriment to our overall results, but doing some recon on why this turned out this way and adjusting practices since all data pointed to really strong results until MGP was released. - Having an overall strong start to year 3, positive team culture, strong instructional coaching - proud of where we're heading.	
Top Two Things That are Working Well	- School culture remains really strong - excellent work by our dean team and an amazing group of kids this year who've made our school even stronger. Strongest enrollment in our network for high schools at a founding school makes us really proud and a 100+ person waitlist. Over 94% attendance to start the year - Internships - have kicked off incredibly strong with an amazing coordinator. Our kids have great pairings and a strong start to this program - Consistent coaching cadences for our instructional team - getting into teachers classrooms consistently and helping them grow. - Student support - lots of optimism this year in having the staffing to support our Multiple Language Learners, Special Education population, MTSS process, and Center Program.	

	● Onboarding a much larger team and scale - year 3 grew our staff to over 50 so we're learning how to lead a "big" school across the board. Optimistic about our systems and team, but conscious of the challenge of maintaining quality through the transition. ● Construction and Shared Campus - the largest construction project DPS has ever undertaken is underway at our campus which will mean some great new spaces for kids, but living through construction isn't the most fun. Shared campus tensions have become more challenging as Northfield HS is being challenged by their largest freshman class ever and some new behaviors that have crossed over to some of our shared spaces. We're working together to resolve these across campus, but potentially a point of stress without careful considerations made for both schools.

DSST MIDDLE SCHOOL @ NOEL CAMPUS

School Name	DSST Middle School @ Noel Campus	
School Director	Brandi Chin	
Grades Served	6 – 7	
Enrollment Update	6th	148
	7th	160
	Total Enrollment	308
Brief Summary of Academic Results	Ranked #1 growth in math and english in Denver and #2 in the state. ELL growth in math and english for very strong. Our SPED N count was too low for data to be reported.	
Top Two Things That are Working Well	1) Strong school culture to create the conditions for rigorous learning. 2) Strong start with focusing on developing our teachers weekly and differentiating support for teachers who need more support (4 teachers are already on soft support plans). Strong start with DDI (weekly data meetings, daily response to mastery check data, etc.)	
Top Two Challenges	1) We're now focusing on developing our 7th grade teachers (mostly new to DSST) on building and leverage relationships with students and parents. 2) Parent communication and communication around sports is a focus right now as well. While we have high parent satisfaction data from our parent survey on the SPF, parent comm was a gap and we want this to be excellent this year.	

GREEN VALLEY RANCH MS

School Name	DSST: Green Valley Ranch Middle School	
School Director	Caroline Gaudiani	
Grades Served	6 – 8	
Enrollment Update	6th	159
	7th	160
	8th	160
	Total Enrollment	479
Brief Summary of Academic Results	We will get a new round of data next week after students take maps. Currently, we are focused on tracking reading and math data to better understand benchmarks toward out goal. We are measuring proficiency, and using proficiency benchmarks from internal and external assessments to know if we are on track for MGP. Math is doing well in their focus standards. Reading is struggling as we uncover planning is not where we want it to be. We are excited to spend a day on the 13th working with the reading department to improve planning practices and resources.	
Top Two Things That are Working Well	● Student and staff investment and culture is energetic and positive. ● We have made strong movement with our staff around leading our work through transparent data, and ensuring we are responding as necessary to help students reach their outcomes.	
Top Two Challenges	● Our reading department needs more support than we anticipated, and we are trying to determine how to stick with our data priority, while also working to backfill skills and resources that are not at the necessary bar. ● Naming and sweating the right details for consistent academic excellence is also the focus of this year, and we have a lot of work to do on naming the right details and creating the right systems to monitor and respond to progress.	

GREEN VALLEY RANCH HS

School Name	DSST: Green Valley Ranch High School	
School Director	Jenna Kalin	
Grades Served	9 – 12	
Enrollment Update	9th	162
	10th	145
	11th	127
	12th	124
	Total Enrollment	558
Brief Summary of Academic Results	● Celebrations: Highest Combined MGP in DPS, highest Math MGP in CO, almost no growth gap between ELL and non-ELL (school goal last year); AP Calc AB & BC scores improved significantly ● Flags: While SpEd MGP increased significantly from previous year, there are still significant growth gaps between students with IEPs and without; AP participation and scores was inconsistent last year relative to other years, need stronger vision and focus here	
Top Two Things That are Working Well	● New Schedule: we changed our schedule this year to incorporate time and space for higher quality elective options. The new schedule is going mostly smoothly, and it is clear that students are engaged in their electives and experiencing a different type of learning environment ● Math & Eng: we had high teacher retention in our Math and English departments, this has contributed to a strong start in these departments across grade levels	
Top Two Challenges	● SpEd: I believe we are on the right track here, but our SpEd team is very inexperienced and still developing, which makes it hard for them to lead our team and students in the way that we need. I do think we are moving in the right direction here. ● We have a high need 9th grade class and are seeing some challenging behaviors across 9th grade classrooms. We aren't responding as effectively as possible. We have plans this coming week to do some observations and diagnosing so that we can plan supports as effectively as possible.	

HENRY MS

School Name	DSST: Henry Middle School	
School Director	Kelli Herrick	
Grades Served	6 – 8	
Enrollment Update	6th	63
	7th	63
	8th	83
	Total Enrollment	209
Brief Summary of Academic Results	Our academic results from the 18-19 school year were disappointing across the board. While we had some areas of solid performance (7th grade literacy and math), we also had areas of extreme underperformance. Although the results were not surprising given the state of our culture and curricula last year, they are important to address and remedy.	
Top Two Things That are Working Well	1. Our team is invested in and focused on a strong start - and culture is in a place of strength as we kicked off our school year. We have a strong plan for our first nine weeks and are in the place we wanted to be with our first 4 weeks under our belt. 2. We have started weekly data meetings to drive instruction. These meetings have put the focus on student learning and outcomes, and also helped us to identify and remedy gaps in standards alignment and planning to put the best materials in front of students and close gaps as we see them developing.	
Top Two Challenges	1. Our 8th grade class is the last class of students who had experienced a significantly toxic school culture. While many students are rising to the occasion, we have a handful of students who are presenting behaviors that require more support. We believe this is moving in a positive direction, and that our 8th grade team and dean are up to the challenge. 2. While staff are invested in our vision and roadmap to get better results for students, many are still early-career, lower-skilled teachers. This has presented challenges in terms of teachers feeling overwhelmed by new ways of doing things, and gaps in the execution of high-quality instruction.	

MONTVIEW MS

School Name	DSST: Montview Middle School	
School Director	Dan Sullivan	
Grades Served	6 – 8	
Enrollment Update	6th	155
	7th	162
	8th	158
	Total Enrollment	475

	ELA
	• ELL dropped 5 pts to 58 MGP
	• SpEd dropped 10 pts to 43 MGP
	• Dropped 6 pts to 59 MGP
	    ○ 6th Grade: grew 4 pts to 61 MGP
	    ○ 7th Grade: grew 7 pts to 73 MGP
	    ○ 8th grade: had a significant drop to 39 MGP
	
	Math
	• ELL dropped by a pt to 55 MGP
	• SpEd remained at 52 MGP
	• Dropped 3 point to 60 MGP
	    ○ 6th Grade: grew 5 pts to 62 MGP
	    ○ 7th Grade: grew by a point to 62 MGP
	    ○ 8th Grade: dropped 12 pts to 57 MGP
	
	Response:
	• We have 1 instructional goal at our campus to improve our math and ELA MGP to 65% through improved student performance in every class as measured by As, Bs, Cs and Fs. This is supported by our culture strategies so that and aligned culture strategies to be able to provide a strong foundation for our students to achieve academic success.
	• 8th grade reading and writing to allow the team to develop a more focused instruction to support development in this area.
	• We are also leveraging subject focused coaching throughout our campus.	

Top Two Things That are Working Well	1. Students are reporting feeling connected to the adults in our building. 2. We are collaborating on our culture strategies so that there is increased collaboration with our culture team. There is strong collaboration between coaches and deans for teacher support.
Top Two Challenges	1. We are working on developing some of our 8th grade teachers (new to DSST and/or in their second year) to build strong relationships with students and families and classroom routines. 2. Consistent culture data collection is something we are working toward this year. We have clear strategies and a strong culture team, but we need to be able to gather data on our routines and systems to ensure we have a strong culture foundation.

MONTVIEW HS

School Name	DSST: Montview High School	
School Director	Dan Sullivan	
Grades Served	9 – 12	
Enrollment Update	9th	154
	10th	157
	11th	129
	12th	138
	Total Enrollment	578
Brief Summary of Academic Results	**Celebrations:** 3rd in DPS for combined growth (Math and EBRW) on last years PSAT/SA; Top 20 in State Double digit improvement from 17-18 in both math and EBRW (PSAT/SAT) After launching an "AP For All" Program for Senior English and we had 50 more students taking AP exams than the year before, and 148 more AP tests taken last year. Black, Asian and Multiple Races out-grew white students by 9%ile points in Math. **Areas for Growth:** AP program is expanding, the % of total AP students with 3+ went down to 72% last year from 77% the year before (still good!). Students with IEPs had collective MGP of 56.5 (up from previous year) and students without IEPs had collective MGP of 69%ile.	
Top Two Things That are Working Well	We are in year two of some systems adjustments that are starting to gain traction. This includes some adjustments to our behavioral and academic systems that were built with lots of staff, and even student, input. These are starting to bear fruit. Our new universal schedule is working well; it's created more flexibility for students as well as more order and flow to the school day. Staff are behind these changes and there is a good degree of investment behind it, now that we've seen it work.	

Top Two Challenges	Currently, there are 4-5 teachers really struggling personally/professionally, and the potential impact of this could result in some staff changes midyear. We are doing everything we can and are hopeful, but also realistic.
	Parent communication is something that we have been focused on but still have a lot of room to grow in streamlining this information through sources that our parents read and respond to.