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Project Title: Denver School of Science and Technology, Inc. Expansion & Replication Project

Absolute Priority 1

Denver School of Science and Technology, Inc., doing business as DSST Public Schools (DSST), meets **Absolute Priority 1** and is experienced in operating high-quality, high performing charter schools, as evidenced by currently serving 4,000 students at ten schools across some of the highest-need communities in Denver. Our mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21st century. DSST has been a committed partner of our chartering district Denver Public Schools (DPS) since its inception in 2004, working to make it the leading urban public school district and to provide local students with a world-class education focusing on science and technology. This education prepares students for college (with composite ACT scores of 23.1, two points higher than the national average) and creates a pipeline of skilled STEM (science, technology, engineering, and math) field innovators. Our vision is expand and replicate our schools to serve 10,500 students in 22 world class schools in Denver by 2025, producing 1,100 graduates each year who are college and career ready.

DSST has had the opportunity to dramatically impact secondary education in Denver over the last 12 years. DSST's ultimate goal is that Denver becomes the national leader of urban public education, as indicated by:

- 1) Dramatically increasing the percentage of college-ready students from all backgrounds.
- 2) Rigorous STEM education and programs that make Denver the national urban leader of science education
- 3) Racially and socioeconomically diverse college preparatory schools that reflect the 21st Century workplace and society.

DSST is a unique charter school network in that it offers a distinctive value proposition based on serving diverse students, a 100% four year college acceptance track record for the last nine years, high student growth, and an outstanding liberal arts education with a STEM focus. Our student outcomes can be attributed to key core program strategies and operating principles that have guided the organization. Our core program attributes include: 1) rigorous core curriculum, 2) high accountability school culture, 3) technology-enhanced data and assessment framework, 4) brain research-based instruction, and 5) student support.

DSST welcomed its first class of 9th graders at DSST: Stapleton High School in 2004 and has since become one of the most successful charter school networks in Colorado. Adding one grade per year, DSST: Stapleton graduated its first class of seniors in the spring of 2008 and opened its middle school that summer. Since the Stapleton campus, DSST has thoughtfully and deliberately expanded, campus by campus, school by school, and grade level by grade level. DSST: Green Valley Ranch opened as part of the Evie Garrett Dennis Campus in 2010. Designed by DPS to help meet the demands of the rapidly growing Green Valley Ranch area and the historically underserved African American neighborhood of Montbello in far northeast Denver, Evie Garrett Dennis Campus is an innovative, state-of-the-art educational facility that houses multiple schools for students from preschool through high school. DSST: Cole was the third campus in the DSST Public Schools network in the heart of northeast Denver in another historically underserved area of the city. DSST: College View Middle School opened in June 2012, expanding DSST's presence to southwest Denver, another part of the city lacking high quality 6-12 options. Joined by a high school in August of 2015, DSST: College View will graduate its first class of seniors in 2019. DSST: Byers Middle School opened in 2013 and DSST: Conservatory Green Middle School opened in 2014. This summer, DSST's newest

campus at Henry Middle School will welcome its inaugural class for summer school. At each campus, a rigorous program and environment prepares students for the challenges of college.

At each of our schools, DSST executes high-quality instruction with measurable results. This data further reinforces the effectiveness of our full 6-12 program. A few of our recent successes include:

- 100% of DSST: Stapleton High School seniors have been accepted to a four-year college or university for the 9th year in a row.
- DSST: Green Valley Ranch (GVR) High School's second graduating class also reached 100% acceptance, over 78% of whom will be first generation college students.
- Based on 2014-15 PARCC results, DSST's high schools rank first, second, and fourth among Denver's 44 high schools: DSST: Stapleton (#1), DSST: GVR (#2) and DSST: Cole (#4).
- DSST network schools had the top five ACCESS (English Language Learner) growth scores across secondary schools in Denver Public Schools last year.
- While DSST network schools only make up 5% of high school DPS enrollment, our students have achieved: 49% of passing AP Physics C: Mechanics scores, 41% of passing AP Biology scores, 39% of passing AP Chemistry scores, 32% of passing AP Calculus AB scores and 25% of passing AP Calculus BC scores.

Network-wide, 67.7% of DSST students came from low-income households (as indicated by their eligibility for free or reduced-price lunch (FRL) through the National School Lunch Program) in the 2015-16 school year, and seven out of ten of our schools serve over 60% FRL-eligible students. Several of our campuses, such as College View, Cole, and Green Valley Ranch, have significantly higher rates. As we expand, we hope to meet **Absolute Priority 2** in

each DSST school. Historically, we have served a comparable percentage to the district of FRL-eligible students. Serving low-income students in Denver is integral to our mission of transforming urban public education by eliminating educational inequity and preparing all students for success in college and the 21st century.

Competitive Priorities 2 & 3

Competitive Preference Priority 2--Promoting Diversity: Equity of opportunity, student diversity, and access are core tenets of the DSST philosophy. We are dedicated to serving a diverse, integrated population in each of our schools and seek to serve the growing population and changing demographics of students in Denver. DSST achieves student body diversity by targeting a majority of our student recruitment efforts to students who live in under-served communities, are low income, would be the first generation in their families to go to college, and/or are of minority ethnicity. We address socioeconomic isolation by keeping expectation and instruction levels consistent across entire grades. There is no remedial tracking at DSST; every student completes the core curriculum or a challenge course in each subject. In inclusive school communities where discrimination and prejudice are discouraged, all students receive social, civic and cognitive benefits. The ethnic breakdown of our schools is 53% Hispanic, 19% African American, 18% Caucasian, 5% mixed race or other ethnicity, and 5% Asian, with 67.7% FRL eligible students network-wide. We anticipate our FRL percentages rising in the future as we continue to work with the district in placing schools in historically underserved neighborhoods that include high FRL-eligible populations.

We are committed to serving Special Education students at DSST. For the 2016-17 academic year we will operate a total of four Center Programs serving students with significant needs, including autism, emotional disabilities, and intellectual disabilities. These centers are

currently located at DSST: Stapleton Middle School, DSST: Stapleton High School, DSST: Green Valley Ranch, and DSST: Byers Middle School. We will be opening an additional three programs beginning with the 2017-18 school year, at DSST: Green Valley Ranch High School, DSST: Cole High School, and DSST: Middle School 8 with additional programs opening at DSST: Henry Middle School and DSST: Byers High School in 2018-19. We plan to have a center program at every school in the DSST network at full build out; some will have PLEX programs for students with significant pragmatic language and executive function deficits (usually high function students with autism) and some will have AN programs, focusing on affective needs (emotional disabilities).

Each of our Center Programs has a dedicated program plan that documents the evidence-based practices used in each program. We do program evaluations and measure the effectiveness of our programs supporting students with significant needs every year. Center Program teachers, administrators, and paraprofessionals all receive targeted professional development according to their role in evaluating, implementing, and maintaining best practices in a Center Program environment.

In addition, DSST provides targeted professional development every year for all teachers supporting students with disabilities in the general education classroom. The focus is different every year; this past school year, it was effective accommodations. Further, all new teachers receive professional development on DSST's commitment to all students through our New Staff Training. Finally, three DSST schools work with a consultant in partnership with DPS to focus on whole school inclusive practices. Across Denver Public Schools, just 7.83% of Special Education students scored proficient or higher on the math section of the Partnership for Assessment of Readiness for College and Careers (PARCC) exams last year. Across the state of

Colorado, only 4.73% scored proficient. At DSST, 24% of SPED students scored proficient or higher on the PARCC math section.

As DSST schools have expanded over the last few years, so have the number of English Language Learners (ELL) in our student population. We strive to provide our ELL students the best possible instruction in accordance with their unique educational needs. At DSST, 11.85% of ELL students scored proficient or above on reading on PARCC, compared to 4.81% across Denver Public Schools and 3.92% statewide. All teachers at DSST must have an ELL endorsement, which they can complete upon hire through a graduate degree or an ELL series of professional development sessions at DSST. We believe native languages are an asset that each of our students brings to their education, and we aim to build on that asset through instruction, cultural awareness and high expectations for each of our students.

It is the mission of DSST Public Schools to transform urban public education and help all students, regardless of socio-economic status, become college ready. At DSST, our student population is a diverse mix of students (Table 1). DSST believes that an integrated student body, where students from low- income families get a great education alongside students from non-low income families, is a richer learning environment for everyone and significantly contributes to true college readiness. While enrollment demographics are ultimately determined by DPS' SchoolChoice enrollment lottery, DSST is very intentional about using a variety of marketing strategies that are targeted to diverse families for purposes of recruitment. Student recruitment and marketing practices include participation and attendance at neighborhood and district-wide enrollment fairs, multiple mass marketing mailings to all students at targeted grade levels in dual English-Spanish language, multiple Open House opportunities, school tours, and targeted school visits to feeder elementary schools that may help provide diversity on our campuses. DSST staff

and supporters often participate in other recruitment practices such door-knocking in target neighborhoods, and inclusion in community fairs and activities.

Table 1: 2014-15 Enrollment Data						
	Attendance Rate	% FRL Students	% ELL Students	% SpEd	% Racial Minority	Re-Enrollment Rate
Byers MS	96.5%	35%	6%	5%	44%	93.71%
Cole MS	93.44%	80%	32%	10%	87%	81.82%
Cole HS	93.74%	72%	11%	8%	87%	NA
College View MS	93.9%	86%	34%	8%	92%	88.05%
Conservatory Green MS	96.86%	52%	19%	11%	77%	NA
Green Valley Ranch MS	96.02%	76%	23%	5%	92%	90.1%
Green Valley Ranch HS	94.58%	69%	8%	3%	92%	85.13%
Stapleton MS	95.34%	56%	13%	4%	71%	88.67%
Stapleton HS	93.61%	53%	3%	5%	70%	89.65%

DSST Public Schools partners with Denver Public Schools and participates fully in the lottery that is administered by DPS. Recruitment begins in October and culminates in a deadline, determined by DPS, before which transitioning students and students wishing to make changes must submit their requests. All students who submit a lottery request on time and include DSST as a choice in that submission are included in the first round of the DSST lottery. Students that are not able to be assigned to the school but have requested DSST are waitlisted in order of their lottery placement. There is a second round of the lottery during which students can resubmit an application for any school if they have changed their mind or wish to be added to a waitlist at a school they did not initially choose.

While not all of the locations of the newly approved charter schools DSST will open within Denver have been determined, DSST Public Schools is committed to ensuring a diverse and integrated environment within our schools which may require weighted lotteries depending

on circumstances in the communities where the schools are placed. For example, in 2013 when DSST Public Schools opened DSST: Byers Middle School, weighting for free or reduced-price lunch (FRL)-eligible students was done at 3 times a non-FRL eligible applicant in coordination with Denver Public Schools so that the school population could more closely resemble the diversity of the surrounding neighborhoods and meet our mission of creating integrated schools. DSST's strong reputation in other neighborhoods across Denver has allowed underserved students from other geographic areas and backgrounds to have access to quality school choice options by weighting the lottery to support integrated schools that favor FRL-eligible students. A weighted lottery process has ensured that our schools are integrated and not marginalized during the school's lottery process.

Competitive Preference Priority 3—Novice Applicant: Denver School of Science and Technology, Inc. (DSST) has never received a replication and expansion grant from the Federal government nor has it been a member of a group application. In addition, it has not had an active discretionary grant from the Federal government in the last five years.

Selection Criteria

A. Quality of Eligible Applicant

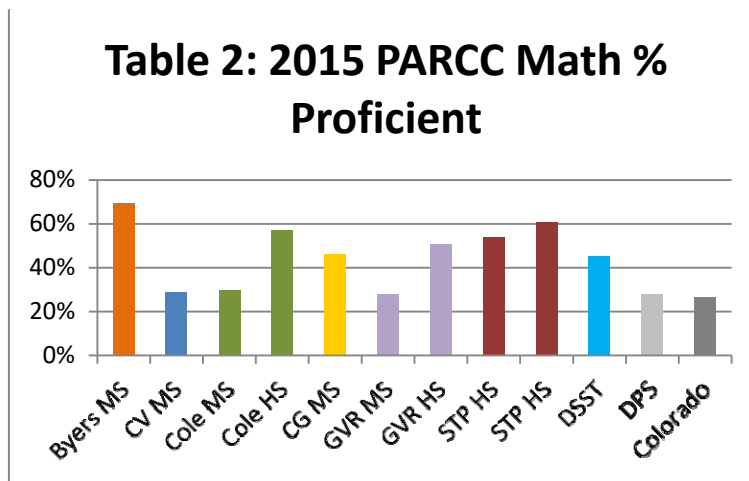
A.1. Success in Student Achievement: DSST Public Schools is focused on achieving its mission of transforming urban public education by eliminating educational inequity and preparing all students for success in college and the 21st century. DSST maintains a deep commitment to this mission statement, therefore we have strived to consistently demonstrate success in increasing student academic achievement for all students. DSST schools, over the past three years, have some of the most significant academic results to report across Denver Public

Schools district (DPS) and the state of Colorado. DSST operates 9 of the top 12 schools in Denver.

At each of our schools, DSST executes high-quality instruction with measurable results. Recent accomplishments are outlined as a part of **Absolute Priority 1**. In addition, according to DPS' 2013 School Performance Framework (the most recent SPF available), all DSST schools are ranked *Meets Expectations*, while DSST: Byers Middle School, DSST: Stapleton Middle School and High School, DSST: Green Valley Ranch Middle School and High School, and DSST: College View Middle School were all ranked *Distinguished*. The SPF (School Performance Framework) is a comprehensive system to help schools focus on strengths and areas for targeted improvement. A wide range of measures are used to calculate ratings of how well each school supports student growth and achievement, and how well it serves students and families. DPS evaluates schools in the following categories: Academic Growth, Academic Proficiency, College & Career Readiness, Improvement In College & Career Readiness Over Time, Student Engagement, Enrollment Rates, and Parent Satisfaction.

A.2. Closing the Achievement Gap: DSST Public Schools operates intentionally-integrated STEM-focused middle and high schools that are founded upon academic rigor and strong school culture. Our founding practices have led DSST to not only close achievement gaps for educationally disadvantaged students but also have provided the entire population of students served the opportunity to achieve significant academic gains. DSST creates diverse schools to ensure that each school has a population that not only represents the neighborhood and community in which it is located, but also ensures that the student population is a similar demographic make up to that of Denver. Located throughout the city, DSST's diverse schools

(which are made up of 67.7% FRL-eligible students network-wide) outperform DPS and Colorado on PARCC proficiency in math (Table 2).



DSST is committed to closing the achievement gap for students in Denver. While a recent report by The Education Equality Index listed Denver as having one of the largest achievement gaps in the country, it also listed DSST as operating three out of only seven schools in the city with little or no achievement gap: DSST: Stapleton Middle School, DSST: Green Valley Ranch Middle School and DSST: Green Valley Ranch High School. The report also listed Denver as having the 3rd fastest pace in closing the achievement gap of any city in the US. Our success is demonstrated by strong performance over the years for the subgroups of students on the ACT and TCAP and PARCC tests.

Nationally, the most commonly accepted measurement of college-readiness is the ACT exam. Students who receive a 21 or higher on the ACT are deemed “college ready.” DSST FRL-eligible students have a higher percent over 21 than DPS Non-FRL students (Table 3). DSST outperformed DPS and Colorado on Composite ACT score (Table 4). DSST has consistently outperformed the national average on Composite ACT score (Table 5).

Table 3: ACT Performance Table						
		2015	2014	2013	2012	2011
Average ACT	DPS Non-FRL	22	22	21	20	20
	DSST FRL	22	23	23	*	*
% Scoring 21 or above on ACT	DPS Non-FRL	62%	63%	58%	51%	52%
	DSST FRL	70%	81%	77%	71%	68%

* DSST ACT scores cannot be accessed from DPS before 2013

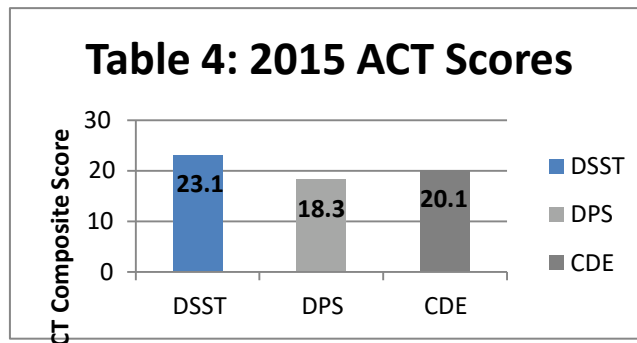


Table 5: ACT Composite Score			
Year	2015	2014	2013
DSST Average	23.1	23.8	24.6
National Average	21.0	21.0	20.9

This is a clear example of how DSST Public Schools is not only closing the achievement gap but is actually inverting it in Denver, supporting educationally disadvantaged students at a higher level than the local school district is supporting non-educationally disadvantaged students.

In addition, as Tables 6-10 below demonstrate, DSST students within the subgroups have consistently outperformed DPS and Colorado on both TCAP and now PARCC for proficiency in

reading and math. DSST proves its quality through these significant gains in student academic achievement made with all populations of students it serves.

Table 6: Historical TCAP and PARCC Scores for FRL Students									
	DSST			Denver Public Schools			Colorado		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
PARCC Math % Prof. - FRL			34.82%			17.87%			13.51%
PARCC ELA % Prof. - FRL			43.73%			23.81%			23.51%
TCAP Math % Prof. - FRL	64.90%	62.89%		36.39%	37.32%		40.66%	40.06%	
TCAP Math MGP - FRL	83	78		53	53		48	47	
TCAP Reading % Prof. - FRL	66.62%	70.10%		43.86%	44.00%		53.09%	52.23%	
TCAP Reading MGP - FRL	64	69		52	51		48	48	

Table 7: Historical TCAP and PARCC Scores for Black Students									
	DSST			Denver Public Schools			Colorado		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
PARCC Math % Prof. - Black			32.47%			16.16%			13.24%
PARCC ELA % Prof. - Black			47.26%			23.08%			24.26%
TCAP Math % Prof. - Black	57.84%	60.04%		30.88%	31.24%		35.49%	43.56%	
TCAP Math MGP - Black	82	79		53	52		50	49	
TCAP Reading % Prof. - Black	68.36%	71.93%		45.04%	45.60%		52.01%	51.65%	
TCAP Reading MGP - Black	61	61		48	50		49	49	

Table 8: Historical TCAP and PARCC Scores for Hispanic Students									
	DSST			Denver Public Schools			Colorado		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
PARCC Math % Prof. - Hispanic			34.55%			17.89%			13.79%
PARCC ELA % Prof. - Hispanic			43.34%			24.54%			23.99%
TCAP Math % Prof. - Hispanic	66.96%	64.46%		37.85%	38.05%		40.17%	39.56%	
TCAP Math MGP - Hispanic	83	80		53	52		48	47	
TCAP Reading % Prof. - Hispanic	67.54%	70.34%		44.58%	43.86%		52.77%	51.96%	
TCAP Reading MGP - Hispanic	65	70		53	50		49	48	

Table 9: Historical TCAP and PARCC Scores for Current ELL Students									
	DSST			Denver Public Schools			Colorado		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
PARCC Math % Prof. - ELL			7.25%			4.62%			3.23%
PARCC ELA % Prof. - ELL			11.85%			4.81%			3.92%
TCAP Math % Prof. - ELL	68.57%	63.71%		39.17%	39.11%		38.61%	38.11%	
TCAP Math MGP - ELL	83	81		56	54		51	50	
TCAP Reading % Prof. - ELL	65.96%	68.01%		42.46%	42.44%		45.73%	45.36%	
TCAP Reading MGP - ELL	69	71		56	53		53	51	

Table 10: Historical TCAP and PARCC Scores for Students with Disabilities									
	DSST			Denver Public Schools			Colorado		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
PARCC Math % Prof. - Disabilities			24.00%			7.83%			4.73%
PARCC ELA % Prof. - Disabilities			27.44%			9.62%			6.23%
TCAP Math % Prof. - Disabilities	18.16%	21.47%		9.94%	10.65%		17.89%	17.40%	
TCAP Math MGP - Disabilities	69	61		45	45		43	44	
TCAP Reading % Prof. - Disabilities	16.17%	21.58%		11.02%	11.57%		21.54%	21.07%	
TCAP Reading MGP - Disabilities	49	60		45	45		44	45	

A.3 Achieving Results: Each DSST school serves a racially, economically, and socially diverse student population. This foundation of intentional integration aligns with nearly 50 years of school integration research showing that overall student learning increases in economically and racially diverse learning environments. These results are especially pronounced for low-income students. In inclusive school communities where equity and inclusivity are promoted, all students receive social, civic, and cognitive benefits. The National Science Foundation also notes that, “...evidence lends considerable support to the argument that low income, minority, and inner

city students have fewer opportunities to learn science and mathematics.”¹ This is a fundamental problem that we seek to change in Denver. Our model of intentional integration allows all DSST schools to serve all students, including educationally disadvantaged students, at a high level striving for grade level proficiency and consistent academic gains for every student.

As outlined in A.2 above, as well as in **Appendix 5 – Student Academic Achievement**, DSST has consistently achieved strong results in student attendance and retention, as well as performance significantly above DPS and state averages on state tests, high school graduation rates, and college attendance and persistence rates. Table 11 below shows high school graduation rates, where in 2014-15 DSST had an 84% graduation rate compared to 65% within DPS and 77% state-wide.

Table 11: Graduation Rates									
	DSST			DPS			CDE		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
All Students Graduation Rate	86.87%	90.70%	83.58%	61.28%	62.83%	64.76%	76.93%	77.29%	77.33%
FRL Graduation Rate	85.71%	82.50%	82.98%	55.68%	56.87%	59.91%	63.69%	64.21%	65.52%
ELL Graduation Rate	76.92%	77.78%	74.36%	53.13%	53.85%	58.82%	58.54%	58.73%	61.11%
Students with Disabilities Graduation Rate	100.00%	100.00%	50.00%	36.64%	40.00%	36.59%	53.80%	54.63%	53.78%
Black or African American Graduation Rate	86.21%	88.89%	89.13%	64.26%	62.40%	63.98%	69.51%	69.04%	69.85%

¹ Oakes, Jeannie. "Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science." National Science Foundation, Washington, D.C., July 1990. Web.

Hispanic or Latino Graduation Rate	78.57%	90.00%	78.82%	55.41%	58.18%	60.68%	65.38%	66.68%	67.58%
White Graduation Rate	93.55%	96.15%	85.37%	71.08%	73.54%	74.28%	82.83%	83.16%	82.58%
Other	90.91%	83.33%	86.21%	71.75%	69.90%	72.56%	79.56%	79.44%	81.37%

Since its first graduating class at DSST: Stapleton High School nine years ago, DSST has maintained a 100% college acceptance record for all of its students network-wide. In addition, our college preparatory curriculum well-prepares students for college; our students have the lowest rate of college remediation in Denver and the fourth lowest in Colorado. Across our network average college enrollment rate is 92%, nearly twice that of the DPS average of 48%. Currently, our network average college persistence rate is 90% from freshman to sophomore year.

DSST low-income students enroll and persist in rates that meet and exceed their more affluent peers in college. One hundred percent of FRL-eligible students from the Class of 2015 are enrolled in a four-year college as compared to 96% network-wide. Persistence rates for FRL qualifying students from the Class of 2013 and 2014 are 90% and 89% respectively, exceeding the network-wide persistence rates for those classes of 84% and 86%. Unfortunately, neither DPS nor the state of Colorado provides these statistics for comparison. However, our first graduating class of 2008 had a 6-year college graduation rate of 57% in comparison to the 53% state-wide and 55% nation-wide. Full college enrollment and persistence rates are provided in **Appendix F – Student Academic Achievement.**

At DSST, our focus goes beyond preparing students academically for college acceptance; we also support DSST alumni in making the college transition. In 2015, we launched a pilot summer texting program providing information to alumni on the enrollment process at the

college or university that they have decided to attend. With a participation rate of 70%, this pilot showed strong promise. To further communication with alumni, this summer we have launched a customized app and website platform to engage alumni, creating a medium for DSST to regularly and directly communicate with alumni, sharing support, career, and event opportunities that we hope will increase college enrollment and persistence among alumni. DSST develops extensive community and regional partnerships to support the success of its students, working with community organizations, student service organizations, businesses, research institutions and universities such as the University of Colorado Boulder, the University of Colorado Denver, the University of Denver and CH2MHill. Our partners are all invested in supporting education in Denver and our goal to graduate college-ready students, a large portion of whom will pursue a STEM major in college and may ultimately choose a STEM profession. With two social science-focused schools opening as a part of our CSP expansion and replication project, we are pursuing additional partnerships to support our students in these areas of interest as well.

B. Contribution in Assisting Educationally Disadvantaged Students

At the core of our model is a commitment to meeting the needs of diverse populations, where students from all backgrounds can learn from each other. DSST desires for the locations of our expanded and replicated CSP schools to be in neighborhoods that best support DPS while providing the most high quality seats for students in underserved areas. Regardless of location, DSST is committed to creating high quality, fully integrated schools. These new campuses will serve students who qualify for free or reduced price lunch at or above our current percentage and will remain comparable with the district. These students will be actively recruited and, in addition to a targeted low-income population, DSST will target a student population in each of its schools that is no lower than 60% minority students. DSST welcomes ELL and Special

Education (SPED) students, and does not discriminate on the basis of race, creed, color, ethnicity, national origin, or eligibility of services for special-needs students.

Meeting Academic Standards and Graduating College and Career-Ready: DSST provides educationally disadvantaged students with exceptional academic support and the promise of graduation, college and career-ready. See further discussion above in **Selection Criteria A.2.**

Closing the Achievement Gap and **A.3 Achieving Results** and in **Competitive Preference Priority 2--Promoting Diversity**, as well as evidence of our success in **Appendix F – Student Academic Achievement.**

Proposed Locations of Schools: DSST’s leadership team has been working in collaboration with the district leadership at DPS to find the best locations in Denver for Conservatory Green High School, Henry High School, and Campuses 8 through 11. The placement of Campus 8 was just finalized by the DPS Board on June 16: DSST; it will be located at the Rachel B. Noel campus in the far northeast Denver neighborhood of Montbello. Parents urged the DPS Board to place this DSST campus in the neighborhood, saying local children face incredible odds in getting into a DSST school and that another high quality DSST school was needed as an option for parents. To guide placement, the DPS board approved a Facility Allocation Policy (attached in **Appendix H – Additional Information**) in February 2015. This policy supports the allocation of schools into DPS facilities based upon:

- Consistent high levels of student achievement and academic growth.
- Supporting underserved student populations at a high level:
 - Increased enrollment priority for students who qualify for free-and-reduced lunch.
 - Offering ECE, ELL or special education severe needs program services.
 - Offering increased services for off-track students.

- Providing equity of access and opportunity for socio-economic integration.
- Geographical areas within the district where there is a significant gap in student performance.
- Consistent high levels of enrollment demand.

DSST is fully committed to each of these requirements and operates each of our schools on a diverse model that reflects the city of Denver as a whole. We maintain constant communication with the district regarding locations for our schools to ensure that we are offering the best options to the students and families in our community. We have consistent enrollment demand at our campuses with waiting lists both from immediate neighborhood boundaries and also from across Metro Denver from students looking for the DSST experience.

C. Quality of the Project Design

C.1. Project Design: DSST’s plan for expansion/replication will make possible our vision to serve 10,500 students in 22 world class schools with a high quality education in Denver by 2025, with 1,100 graduates each year college and career ready. Our planned enrollment over the five years of the CSP grant is outlined in Table 12 below.

Table 12: Enrollment Plan	2016-17	2017-18	2018-19	2019-20	2020-21
Expansion Schools					
DSST: Byers High School – Grade Added	9	10	11	12	
Total Enrollment	150	300	410	520	520
DSST: Conservatory Green High School – Grade Added		9	10	11	12
Total Enrollment		150	300	410	520
DSST: Henry High School				9	10
Additional Students				150	300
Replication Schools					
Middle School 8 Additional Students		6	7	8	
		150	300	450	450
Middle School 9		6	7	8	

Additional Students		150	300	450	450
Middle School 10 Additional Students			6	7	8
			150	300	450
Middle School 11 Additional Students			6	7	8
			150	300	450
High School 8 Additional Students					9
					150
High School 9 Additional Students					9
					150
Total Additional Students	150	750	1610	2580	3440
Total DSST Annual Enrollment	4600	5420	6390	7360	8220

The following logic model (Table 13) also informs our project design:

Table 13: Logic Model				
Context	Input/Activities	Outputs	Short Term Outcomes	Impact
Expanding & Replicating to Establish High Quality, Integrated Sustainable DSST Charter Schools	DSST works with DPS on campus placement; meetings with parents and community; facility and finance plan	Sustainable budgets and facility plan; DSST model provides framework for new high-quality charter schools; DPS SPF indicates quality	New high-quality school options are available for Denver's diverse student population	3 new & four expanded DSST schools open, preparing 3,440 diverse students for success in college & the 21 st century
High Rigor, Great Instruction, College Ready	Proven, research-based curriculum and instruction; effective methods by teachers, administrators, staff	Successful instruction & programs; ELL, FRL, SpEd, and racial minority students achieve at comparable rates to non-disadvantaged students	DSST students achieve academic excellence, close achievement gap	100% of DSST students are accepted to 4 year colleges, Graduating students are college-ready, persist, complete college

Great People, Values-Centered Culture	School leader works with Home Office to create school policies & procedures, budget, hiring, materials, & resources	School functions smoothly and in cooperation with DPS; High quality teachers and staff; parents are engaged in school operations	Students, staff, & parents show high satisfaction with schools; Strong school culture aids academic success	High-quality teachers retained; Seven high-quality CSP-funded schools with high demand
Data and Evaluation	Data system and data use to evaluate student performance, Inform instruction	Data to track outcomes & progress; students at risk identified; improved instruction and planning	Meeting identified targets, using data to identify challenges in meeting student outcomes	Performances measures met by student and project progress; Students achieve academic excellence

In addition to the required GPRA measures, DSST’s CSP project focuses on four objectives to replicate and substantially expand high-quality charter schools. Objectives, as well as performance measures and targets to gauge annual progress and five-year accomplishments, are provided below in Tables 14-18. Unless otherwise outlined below, all baseline data has been established using historical DSST performance since 2004.

Table 14: GPRA Measures	
Program Performance Measures	Performance Targets
GPRA 1a: Expansion. Expand three campuses to open three high schools: DSST: Byers High School, DSST: Conservatory Green High School, and DSST: Henry High School	Opening: 2016: DSST: BHS 2017: DSST: CGHS 2019: DSST: HHS
GPRA 1b: Replication through opening of four new DSST campuses, two of which will be social science-focused: Campus 8, Campus 9, Campus 10, Campus 11	Opening 2017: MS 8, MS 9 2018: MS 10, MS 11 2020: HS 8, HS 9
GPRA 2a: Student Achievement in Reading. The percentage of eighth-grade students at CSP-funded DSST schools who achieve at or above the proficient level on State examinations in reading annually.	2017, 2018, 2019, 2020, 2021

GPRA 2b: Student Achievement in Mathematics. The percentage of eighth-grade students at CSP-funded DSST schools who achieve at or above the proficient level on State examinations in math annually.	2017, 2018, 2019, 2020, 2021
GPRA 3. For the 7 DSST CSP-funded schools in existence for at least 3 years, the Federal cost per student in implementing a successful school (a school in operation for three or more years).	Documentation of cost per student for 7 CSP-funded expansion & replication schools

Table 15: Objective 1: DSST will expand three currently established schools and replicate to establish four new DSST campuses by the end of the CSP Replication/Expansion grant's five-year grant period.

Performance Measure	Performance Targets
1a. Opening/Operation. Each CSP-funded DSST school will verify enrollment as shown in the Enrollment Plan table by November of each year.	2017-2021: each CSP-funded school has a verified enrollment as in Enrollment Plan table.
1b. Quality CSP Schools. CSP-funded DSST schools are designated Meet Expectations or Distinguished levels based on the DPS School Performance Framework.	By September 30, 2021: 6 replication schools & 3 expansion school are rated as Meet Expectations or Distinguished
1c. Sustainable CSP Schools. CSP-funded DSST schools will have a sustainable financial plan, based on the DPS Financial Performance Framework.	By September 30, 2021: 9 schools meet criteria of DPS Financial Performance Framework

Table 16: Objective 2: DSST schools expanded and established through the CSP Replication/ Expansion grant will implement policies and programs based on the successful DSST Model.

Performance Measure	Performance Targets
2a. Highly Qualified Teachers. Percent of highly-qualified teachers at CSP-funded DSST schools based on Colorado State certification criteria.	100% of teachers by fall 2016, 2017, 2018, 2019, 2020
2b. Professional Development. Percent of teachers assigned to each CSP-funded DSST school completing a minimum of 3 weeks of PD, annually over the school year.	At least 90% of teachers complete a minimum of 3 weeks of PD by August 2017, 2018, 2019, 2020
2c. Teacher Retention. Percent of teachers at each CSP-funded DSST school that return to teach at the CSP-funded school.	At least 70% of teachers will return for Fall 2017, 2018, 2018, 2019, and 2020

2d. Staff Culture. On mid-year and end-of-year surveys, 70% of staff believes that strong culture is consistent and contributes to student achievement at their CSP-funded DSST schools.	Results by August 2017, 2018, 2019, 2020, 2021
2e. Staff Satisfaction. On mid-year and end-of-year surveys, 70% of staff report being satisfied with their work at a CSP-funded DSST school.	Results by August 2017, 2018, 2019, 2020, 2021
2f. Student Satisfaction. On student satisfaction surveys, 90% of students agree that their CSP-funded DSST school is providing a quality education.	Results by June 2017, 2018, 2019, 2020, 2021
2g. Parent Satisfaction. At least 70% of parents report being “satisfied” or “highly satisfied” with their CSP-funded DSST school.	Results by June 2017, 2018, 2019, 2020, 2021

Table 17: Objective 3: Students at DSST schools expanded or established through the CSP Replication/Expansion grant will progress and achieve to meet high standards.	
Performance Measures	Performance Targets
3a. Attendance. The average annual daily student attendance rate for each CSP-funded DSST school, annually by June 30.	At least 95% by 2017, 2018, 2019, 2020, and 2021
3b. Student Achievement: Reading. Number of CSP-funded DSST schools increasing growth on CMAS ELA assessment, annually by June 30 (in the second year that school is expanded or replicated, with baseline data collected during the first year)	65 MGP, at each school beginning their second year of operation: : 2018, 2019, 2020, 2021
3c. Student Achievement: Mathematics. Number of CSP-funded DSST schools increasing growth on CMAS Math assessment, annually by June 30 (in the second year that school is expanded or replicated, with baseline data collected during the first year)	65 MGP, at each school beginning their second year of operation: 2018, 2019, 2020, 2021
3d. Outperforming Similar Schools. Number of CSP-funded DSST schools outperforming surrounding DPS schools on reading and math PARCC scores, annually	2016, 2017, 2018, 2019, 2020
3f. Adequate Yearly Progress. Number of CSP-funded DSST schools meeting AYP criteria (dependent on available state assessment data and AYP criteria).	Set when criteria is available

Table 18: Objective 4: All schools created with CSP Replication/Expansion grant will support students in preparing for, enrolling and participating in post- secondary education.	
Performance Measures	Performance Targets
4a. On-time Graduation with Diploma. Percent of seniors in CSP-funded DSST school who graduate from high school with a diploma in 4 years.	90% of students by September 2020, 2021
4b. College Readiness – Reading. Number of students in CSP-funded DSST schools that meet the SAT college-ready indicator score in Reading.	DSST schools with juniors in 2019, 2020, 2021
4c. College Readiness – Math. Number of students in CSP-funded DSST schools that meet the SAT college-ready indicator score in Math.	DSST schools with juniors in 2019, 2020, 2021
4d. 100% College Acceptance. DSST will continue nine years of 100% acceptance for all DSST students into four year colleges with the CSP-funded schools with seniors during the five years of the grant.	100% of seniors in 2020 and 2021
4e. College Enrollment. Percent of students who graduate from CSP-funded DSST schools and enroll in four year colleges, annually by September 30	85% in 2020 and 2021 (established based on current DSST graduates)
4f. College Persistence. Percent of students who graduated from CSP-funded DSST schools and enrolled four colleges who persist from freshman to sophomore year.	90% in 2021 (established based on current DSST graduates)

DSST has a strong capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting throughout its history. Project evaluation through data collection and reporting will be managed by DSST’s Data and Assessment Team, led by Senior Manager of Data and Assessment Stephen Coit. Assistance will come from Jake Firman, DSST’s Director of Education Technology, who manages reporting through a data collection and display system called Polaris. Methods are listed below and will yield reliable, valid, and meaningful performance data:

- **Longitudinal Assessment and Data Management:** Through a combination of custom and off-the-shelf products that are compiled in our data warehouse, Polaris, DSST electronically administers daily mastery checks, weekly formative assessments, and

monthly summative assessments to students. Teachers use assessment results data to tailor daily class agendas, group students into personalized learning groups by micro-standard, and identify students in need of academic intervention.

- **Partnership for Assessment of Readiness for College and Careers (PARCC):** DSST will administer PARCC assessments each year as required. In Colorado, these tests are part of what is called CMAS, including CMAS: ELA and CMAS: Math tests (PARCC) as well as CMAS: Science and CMAS: Social Studies, which are Colorado-only assessments. DSST will use these tests to evaluate the effectiveness of the educational program, subject standards, interim assessments, as well as the school's progress toward goals, objectives, and pupil performance standards. The assessment scores will be used to evaluate Adequate Yearly Progress and compliance with Colorado Department of Education Accreditation requirements. DSST will cross-analyze data from the PARCC and nationally normed tests to make continuous program evaluations based on student test results. The PARCC tests are high quality, computer-based assessments in Math and English Language Arts/Literacy for grades 3-9.
- **Benchmark Assessment Program Final Exams, Interim Assessment and Performance Assessment:** At the core of DSST's assessment system is the Benchmark Assessment Program. These assessments are standards-based, internal assessments given three times a year. Performance assessments in history and science occur two times a year. Standards for these assessments are derived from CCSS and the most rigorous national standards. Assessments based on these standards were created by DSST academic staff and have been reviewed by numerous different educators. Teachers and staff analyze results student-by-student and class-by-class and use the results to create

class and individualized instructional plans. Standards are re-taught and re-tested when needed. The Senior Manager of Data and Assessment oversees this assessment program, including analysis and data collection across the network, to ensure consistent implementation.

- **Student Data:** Currently, middle and high school directors, the Director of Curriculum and Assessment, Senior Manager of Curriculum and Assessment, Senior Manager of Data and Assessment, Manager of Assessment and Director of Education Technology lead internal data management processes at DSST. The schools' instructional leaders and teachers analyze this data on a consistent basis and use it to inform day-to-day instructional changes.
- DSST uses **Engrade**, a digital assessment management and reporting software, to hold student and cohort information on formative and summative assessments, ranging from short lesson mastery checks up to the network-managed trimester interim assessments. This platform allows each DSST school to track student achievement results daily towards student and school achievement goals. In addition, DSST has developed a data warehouse environment that pulls data from all of its key data systems, including Engrade, and aggregates it in a single, longitudinal data environment. On top of this data warehouse sits a suite of custom data dashboards which allows teachers, school leaders, and network leaders to analyze data across all platforms in one central location, in a form that is customized to the DSST context. This system, which DSST calls Polaris, presents data to teachers and school leaders in a way that helps teachers identify meaningful trends in student performance, and informs action on that data.

- **Culture Tracking:** In addition to academic assessment tools, DSST uses a culture tracking software program, COMPASS, that records each student’s behavior and adherence to DSST culture through a points system. The culture tracking software is used by advisors to inform actions they should take in their daily check-ins with students, such as missing work and behavior issues. Attendance is tracked through DPS’ Infinite Campus system. All data points are aggregated in Tableau for ease of use.
- **Corrective Action:** Data obtained from the PARCC, MAP, and internal Interim Assessment tests is reviewed semi-annually with teachers and instructional leaders at DSST. Information gathered through this process is used to evaluate faculty, school curriculum and instructional methods, and the school director. Student growth results that fall below 70% longitudinal growth rates on the state growth model will result in corrective action. Corrective actions that could be taken based on low student growth results include: increased student support in areas of student performance weakness, terminating low-performing teachers and professional learning focus adjustments, among others.

D. Quality of the Management Plan and Personnel:

D.1. Management Plan: Since beginning in 2004, DSST has created a scalable organization that has built systems and capacity to consistently deliver the highest level of results. To manage our CSP project to a similar standard of excellence, DSST has a Home Office structure that manages central business functions and focuses on the following initiatives that are critical to quality growth: 1) Creating systems to scale effectively; 2) Recruitment and human capital development; 3) Perfecting our school launch model; 4) securing facilities. The Home Office will oversee DSST’s CSP-funded expansion and replication plan. Systems at the Home Office focus on

managing quality outcomes across all functions of the organization, providing efficient processes for daily work, and stimulating more effective solutions across school sites and network functions. Home Office functions are outlined below in Table 19.

	<ul style="list-style-type: none"> • Board governance and organizational leadership • Accountable for achieving strategic goals • Oversees school performance • Represents network to authorizers, legislators, regulators, donors, financial institutions, media • New school district communication/networking • Cultural management: Establishes systems and routines for all grades, makes and publishes schedule changes, serves as first step in addressing behavior problems • Knowledge management • Adherence to pillars of core vision, mission, and DSST philosophies • Leads network growth • Real estate acquisition and project management • New school community involvement/motivation (intent to enroll) 	School Directors
	<ul style="list-style-type: none"> • Centralized curriculum, assessment, instruction, coaching • Teacher/school leader recruiting • Teaching staff evaluation and network-wide professional development • Knowledge management • Student assessment/testing coordination • College Placement 	School Directors, Instructional Specialists, Department Heads
	<ul style="list-style-type: none"> • School operational program design, implementation and training (see School Design Plan in Appendix H) • Management contract/operational management • Compliance/authorizer relations: local, state, federal reporting • Ancillary services: transportation, vendor contracts, nutrition • Real estate acquisition and project management • Real estate/facility management (operational) • Human Resources: personnel management (hiring, firing, 	School Directors, Office Managers

Table 19: Home Office Functions

Home Office Team	Job Function/Description	School Liaison
	benefits administration, non-teaching staff evaluation) <ul style="list-style-type: none"> • Categorical program monitoring design, implementation, and accountability (Title Programming, Special Education, etc.) • New school startup documentation drafting • New school startup (operational design: schedule, operational staffing, facility layout, etc.) • Compliance/program audit management/ Legal 	
Finance	<ul style="list-style-type: none"> • Responsible for long-term financial health of the network through sound financial management practices, conservative investment strategies, and financial best practices • Financial reporting, budgeting, leveraged procurement, accounting • Budget development, management, reporting • Real estate budget development/modeling • Payroll management • Accounts payable/accounts receivable • Financial audit management • Restricted fund accounting; grant accounting, non-profit accounting 	School Directors, Office Manager

Our timeline for expansion and new school replication during the grant period is as follows, based on approved charters (**Appendix H – Additional Information**) DSST has received from the district.

- 2016-2017 Byers High School (STEM-focused) opens – 9th grade
- 2017-2018 Middle School 8 (STEM-focused) and Middle School 9 (Social Sciences-focused) open – 6th grade, and Conservatory Green High School (STEM-focused) opens – 9th grade
- 2018-2019 Middle School 10 (STEM-focused) and Middle School 11 (Social Sciences-focused) open – 6th grade

- 2019-2020 Middle Schools 8 and 9 reach full enrollment (6-8th grade); Henry High School opens – 9th grade
- 2020-2021 High School 8 (STEM focused) and High School 9 (Social Sciences focused) open – 9th grade; and Middle Schools 10 and 11 reach full enrollment (6-8th grade) We believe the success of each school starts with the rigorous implementation of the DSST instructional and cultural model. The creation of each school is guided by the School Design Plan, a process lead by our Home Office Operations Team, which outlines tasks in areas of School Vision, Program, Enrollment and Outreach, Staffing, Culture, and Finance and Operations. This plan, with clearly defined responsibilities, timelines, and milestones, is attached in **Appendix H – Additional Information**.

D.2. Business Plan for Improving, Sustaining, and Ensuring Quality and Performance of Charter Schools: Improving, sustaining, and ensuring the quality and performance of the schools created and expanded as a part of DSST’s CSP project beyond the funding period is of the utmost importance to us.

Financial Management: DSST has operated fiscally sound charter schools since its inception, concluding every operating year with a surplus. Through sound fiscal planning and a commitment to financial sustainability, DSST has accumulated about \$19 million in cash reserves with a goal of \$36 million at full build out in 2025 (approximately three months of operating expenses). As part of annual planning efforts, DSST develops five-year budget forecasts and staffing projections, taking into account new school launches, growing enrollment at recently opened schools, state funding and other major changes in revenue and expenses. DSST has found high demand for our model in Denver, proving we can ensure fiscal sustainability with this strategy when fully built out. DSST has established a successful

fundraising track record over the last 12 years to cover operating expenses incurred by the CMO and each of the schools until they reach full enrollment.

Facilities: DSST has a tremendous advantage over many charter networks in that it does not have to secure its own buildings and instead operates within a great partnership with DPS. All of DSST's facilities are owned and maintained by DPS, and DSST is granted access to those buildings as part of its charter agreements and Facility Use Agreements (FUA) with DPS. DSST pays DPS an annual facilities fee per student to cover the operational costs of the building. DPS maintains the facilities and staffs maintenance and custodial staff as part of our FUA. FUA documents align with charter renewal periods and are renewed along with charters, based on district space used decisions. This relationship will continue following the end of the grant period.

Central Office: DSST's Central Office, known as the "Home Office," provides administrative services to all of DSST's campuses. It will continue to do this throughout the grant for all existing, expanding, and newly created schools, as well as beyond the funding period.

Departments within the DSST Home Office include Human Capital, Accounting/Finance, Operations, Information Technology, Development, Communications, and Curriculum and Assessment. The services provided by these departments allow school personnel to focus on student instruction, and allows specialists with deeper skillsets at the Home Office to shape policy and support its implementation at schools. Examples of this in action: 1) The Home Office financial staff develops the operating budget for each school every year in close collaboration with each school director and home office department. 2) Orders for supplies, materials and equipment go through the Home Office Operations department, who act as another check on

ensuring compliance to the budget. 3) Student and staff laptops are tracked using a proprietary software called Compass by Home Office Technology services staff.

Student Academic Achievement: As outlined throughout this proposal, DSST has shown strong academic success since its establishment in 2004 and operates nine of the top twelve schools in Denver. The DSST academic model, which has been responsible for these results, will continue in the CSP-funded schools beyond the five years of the grant. Further information on DSST's academic model is provided as a part of **Application Requirements - C**.

Governance: A strong Governing Board is critical to the success of a single charter school's development into a powerful network of schools. Our Board is responsible for governance, policy-making, budget approval, and evaluation of the CEO. In addition, the Board provides strategy, fundraising and operations support, and management accountability of academic and fiscal results for the network. There are two sub-committees of the DSST Board of Directors designated for oversight and approval of DSST fiscal health: the Finance Committee monitors best practices and systems and receives monthly updates on the finance department and the Audit Committee reviews and supports the annual Audit. In addition, Board subcommittees such as Education and Development provide additional support and guidance. The Board will provide oversight throughout the grant period and thereafter.

Human Resources: DSST's Human Capital team provides all personnel management (recruitment and hiring, employee onboarding, benefits strategy and enrollment, substitute management, policy and process creation, employee conflict resolution, fulfillment/employee engagement, and equity and inclusivity training) and will continue to do so following the grant period.

D.3. Multi-year Financial and Operating Model: DSST Public School’s financial model is based on estimates of how revenues and expenditures will change over time. Assumptions are derived from historical results and extrapolated into the future based on key drivers such as enrollment, demographic changes, political climate, and inflation. Revenues and expenditures are forecasted using a bottom-up approach. The thoroughness and complexity of forecasting any given variable increases with the degree of its materiality. See attached multi-year financial model in **Appendix G - Supplemental Organizational Budgets and Financial Information**.

In addition to per pupil revenue, DSST has been funded by private foundations, corporations, and numerous individual donors. We have received support from private foundations such as the Malone Family Foundation, the Gates Family Foundation, the Piton Foundation, the Bill and Melinda Gates Foundation, the Louis Calder Foundation, and other local and national foundations who support educational equity. Similarly, as a STEM-focused network of schools we receive support from corporate partners such as CH2M Hill and Zayo, who often provide volunteers to mentor our students in addition to their financial contributions. Lastly, we solicit fundraising dollars from individuals across Denver. We have been hosting our annual fundraiser, Slice of Pi, for eleven years now, each year raising a significant dollar amount from individual sponsors. This year, we set an ambitious goal to raise \$1,300,000 in support of our students and accomplished that goal. Anecdotally, we have heard feedback that many of our donors are very excited about our growth plan and look forward to supporting us in years to come.

D.4. Plan for Closing Charter Schools: The below language on the plan for closing charter schools supported, overseen, or operated by DSST Public Schools that do not meet high standards of quality is from the Charter Contract agreed upon between the DPS Board of

Education (authorizer) and DSST Public Schools: Should a DSST charter school not meet DPS' standards of quality (violating any of the grounds provided for under the Charter schools act, violation of the contract, failure to meet fiscal management standards, violation of any laws that school was not exempted, or failure to make reasonable progress toward achievement of goals, objectives, content standards, pupil performance standards, applicable federal requirements, or other terms in contract), DPS would re-assume ownership of the building. Should the school cease operations or otherwise dissolve, then, at the sole discretion of the District, any assets owned by DSST (including tangible, intangible, and real property) remaining after paying the School's debts and obligations and not requiring return or transfer to, donors or grantors, would become property of the district. Should DSST cease operations or otherwise dissolve, the Board would supervise and have authority to conduct the winding up of the business and other affairs of the school providing the District would not assume any liability to DSST. DSST personnel and its governing body would cooperate fully with this winding up of the affairs of the school.

D.5. Qualifications of Key Personnel:

Bill Kurtz, Chief Executive Officer: Before joining DSST, Bill served as the Principal of Link Community School in Newark, NJ. He graduated from Princeton University with a B.A. in political science and earned an M.A. from Columbia University's Teachers College in educational administration and leadership. Bill will serve as the CSP Project Director.

Scott Walker, Chief Operating Officer: DSST named Scott Walker as Chief Operating Officer in January 2015 to lead the network's finance, information systems, and operations departments. In his first year, he oversaw the successful implementation of a new HR and financial system, the creation of a project management organization to prioritize and execute key initiatives, and the formation of a new strategic planning process for DSST. Mr. Walker was previously a co-

founder and COO of Accuvant, a Denver-based information security solution provider. Mr. Walker's experience growing Accuvant to over \$500 million in revenues and 550 employees in ten years was excellent experience for leading a fast growing organization in a dynamic and challenging industry. Prior to Accuvant, Mr. Walker worked at Internet Security Systems and Accenture, and he has a BA in economics and English from Duke University. He will be assisted by **Anthony Eberspacher, Accounting Manager** who manages accounting functions for DSST, operating 10 schools and a Central Management Organization with a combined \$50M budget in the 2015-16 fiscal year. In addition, he manages financial responsibility and reporting relationships with Denver Public Schools and the Colorado Department of Education regarding charter school oversight. He holds a B.S. in Economics from Saint Cloud State University and a B.S. in Accounting from Metropolitan State University in Denver.

Christine Nelson, Chief of Staff: Before joining DSST, Christine worked as a program manager at the National Conference for State Legislatures, where she advised legislators across the country on policies impacting children and families. She was a senior staff member to former Minnesota Governor Jesse Ventura, a candidate for public office, a co-founder of two successful Minnesota charter schools and a recipient of a German Marshall Fund Fellowship (2008). She holds a B.A. in political science from the University of Minnesota.

Bill Durbin, Chief of Schools: Bill joined DSST at the beginning of the 2015-16 school year. Prior to DSST, Bill worked with YES Prep for over 15 years in Memphis and Houston. Bill earned a B.S. in English from the University of Illinois, and he most recently earned a Masters in Business Administration from Rice University as part of the Rice Education Entrepreneurship Program.

Gregg Gonzalez, Director of Schools: Gregg recently joined DSST after spending the last year with Denver Public Schools as an Instructional Superintendent where he supported and supervised seven middle and high schools. Prior to that he worked for Highline Charter Academy for 10 years, the following roles: Academic Leader, Principal, and Executive Director. He holds a BA in History from Metropolitan State University in Denver and a Masters in Educational Administration from the University of Denver's Ritchie Program for School Leaders.

Stefan McVoy, Director of Schools: Stefan McVoy started his teaching career at KIPP Cole College Prep transformational school as a founding science teacher and taught there for two years. Thereafter he taught at KIPP Sunshine Peak academy as a 7th grade science teacher before joining DSST as a founding science teacher at the Stapleton middle school campus. Stefan joined the DSST team because of his passion to educate underprivileged youth and provide all students with a top notch public education that is based on values.

Jake Firman, Director of Education Technology: Jake will assist with data collection for DSST's proposed CSP project. Jake has managed Education Technology for DSST since 2011, where he led the creation and development of DSST's internal operational data store and data warehouse on the Ed-Fi data model, combining data from a variety of disparate data sources into one common data store and warehouse. He earned a BA in Business Administration with concentrations in Economics and Marketing from Gonzaga University.

Jacob Roddy, Director of Operations: Before coming to DSST, Jacob worked as a project manager for Chicago Public Schools on an initiative to improve climate and culture within high-risk schools. In prior roles, he served as an operations director for Barack Obama's presidential campaign, worked as an operations consultant for the Chicago 2016 Olympic bid and supported

enterprise clients at a human capital management company. Jacob is a graduate of the University of Kansas with degrees in Journalism and Spanish.

Denise Queen, Director of Development: Denise re-joined the team at DSST Public Schools as the Director of Development in 2014, having previously served as the founding director of development at DSST from 2004-2009. Prior to returning to DSST, Denise served as the development director at Clayton Early Learning and Adoption Alliance. She also taught Constitutional Law and led the Extended Studies Program at the University of Colorado at Denver. Denise earned her J.D. from Gonzaga University School of Law and her Bachelor of Arts in Psychology and Diploma in Education from the University of Colorado-Boulder. Denise will provide CSP grant oversight to the DSST team. She will also oversee continued fundraising and development activities for DSST. She will also oversee continued fundraising and development activities for the DSST CSP Project and schools. She will be assisted by **Christina McClelland, Grants Manager** who manages DSST's grants portfolio of over \$22 million, writing proposals, tracking implementation, and reporting to funders. Christina has managed grants for several government and nonprofit organizations for over five years and earned a BFA in Studio Art from the University of Iowa and an MFA from the School of the Art Institute of Chicago.

Andrew Mendrop, Manager of Communications: Andy has worked for DSST since 2012, both on schools teams and at the Home Office. He has been in his current role as Manager of Communications since 2014. In this role, his duties include directing community advocacy campaigns, leading media relations, overseeing a complete website redesign, and creating and carrying out a network-wide student recruitment strategy plan. Andy holds a BA in International Political Economy from Colorado College, an MA in Teaching from Western New Mexico

University, an MBA from the University of Colorado Leeds School of Business with a concentration in Marketing and Entrepreneurship.

Stephen Coit, Senior Manager of Data and Assessment: Steve will oversee all data collection and evaluation efforts for DSST's proposed CSP project. In his role as Senior Manager of Data and Assessment, he manages the Data & Assessment Team, educates school and network leaders in data collection and analysis, creates reports for network, administrator, and teacher use to target instruction to improve student performance; creates systems for data collection, and creates data policy. He holds a BS in Mathematics and Philosophy from Duke University.

Resumes for **Brad White, School Director, Byers Middle School and Byers High School** and **Dan Sullivan, School Director in Training, Campus 8** are also found in **Appendix B – Resumes**. At this time, they are the only announced leaders for DSST's expansion and replication CSP project. Job descriptions for these roles are also attached.

E. Quality of the Evaluation Plan:

DSST will evaluate its success by tracking progress in meeting objectives and performance measures outlined in **Selection Criteria - C.1** annually and at the end of the project. DSST's Data and Assessment Team, assisted by the Education Technology team, will provide all evaluation services for the project. Throughout the project, this team will work closely with the Project Director to increase the effectiveness of the evaluation plan, to support efforts in collection of high-quality data, and refine the evaluation strategies as needed. The Project Director, Data Team, and other key members of DSST staff will meet monthly to track progress on the performance measures outlined in **Selection Criteria - C.1**. Performance measures clearly relate to the intended outcomes of the project and will result in a variety of relevant quantitative and qualitative data. Table 20 describes DSST's annual data collection activities.

Data	Status on CSP funded expansion and replication schools	Opening new DSST CSP-funded schools and related data	Implementation Quality	Academic Achievement & College Readiness
Data Collection	Coordination with DSST Chiefs Team, Operations Team, Advocacy & Communications Team	Enrollment numbers, staff and student data	Culture indicators, sustainability, DPS School Performance Framework	DSST school and student data for CSP-funded schools
Timeline	Monthly	Fall and Spring, yearly	Throughout school year once schools are open	Spring and Fall, yearly
Data Analysis	Comparison to planned schedule	Comparison to Performance Measures and Targets	Comparison to Performance Measures and Targets	Comparison to Performance Measures and Targets

Application Requirements

A: As outlined in **Selection Criteria - C.1** of this proposal, DSST Public Schools’ objectives for replicating its highly successful charter schools are based on academic achievement, college readiness (for both acceptance to college as well as support of students throughout the college experience), and creating integrated schools to serve historically disadvantaged students. The objectives are as follows: Objective 1: DSST will expand three currently established schools and replicate to establish four new DSST campuses by the end of the CSP Replication/Expansion grant’s five-year grant period; Objective 2: DSST schools expanded and established through the CSP Replication/ Expansion grant will implement policies and programs based on the successful DSST Model; Objective 3: Students at DSST schools expanded or established through the CSP Replication/Expansion grant will progress and achieve to meet high standards; Objective 4: All

schools created with CSP Replication/Expansion grant will support students in preparing for, enrolling and participating in post- secondary education.

Please see Tables 14-18 as a part of **Selection Criteria – C.1** for Performance Measures, which outline how we will determine progress toward achieving the objectives above.

B: DSST plans to operate its new schools using the same governance, central office functions, daily operations, financial management, human resources management, and instructional management structures as its currently operating campuses use. A strong Governing Board is critical to the success of a single charter school’s development into a powerful network of schools. The DSST Governing Board is responsible for governance, policy-making, budget approval, and supervision and evaluation of the CEO. In addition, the Board provides strategy, fundraising and operations support, and management accountability of academic and fiscal results for the network. Adhering to DSST’ mission and core operating principles, DSST organizes responsibilities between the CMO and schools to maintain an efficient and effective model. During the design phase of the CMO, DSST’s team invested considerable energy into creating a model for a CMO that ensures network efficiency and preserves school level innovation, autonomy and management.

The DSST CMO central office function or “Home Office” manages the schools and is responsible for the following: academic standards and assessment, common data collection, network-wide and new teacher professional development, core values and culture norms, compliance, human capital recruiting and screening, HR policies and oversight, budget framework and compliance, operations and purchasing management, fundraising and external relations, and technology infrastructure. Our schools have the freedom to innovate and

implement how to achieve their goals and standards. Please refer to **Selection Criteria - D** where network management details are further outlined.

C: DPS provides a Title Budget Template each year driven by our official enrollment that details the amount of federal funding we receive for Title I, II, and III. Prior to receiving the final template, DSST will already have budgeted specific employees and other expenses to be covered by these federal funds. With the final template in hand, DSST confirms that the budgeted expense amounts meet or exceed the federal dollars DSST is eligible for, and then submits those expenses for reimbursement from DPS. All these transactions are associated with a specific grant code that allows DSST to easily track revenues and expenses associated with federal funds.

D: DSST Public Schools (DSST) is dedicated to providing an outstanding liberal arts education to a diverse 6-12 student population, with a focus on equipping students with knowledge and skills to prepare them to be civic leaders in the 21st century. Our educational program is designed to do the following: 1) Provide a values centered education for all of our students based on DSST's core values: respect, responsibility, courage, curiosity, integrity and doing your best; 2) Prepare all of our students for acceptance and completion of four year college without remediation; 3) Provide all students with the academic foundation to pursue a social sciences field of study in college; 4) Focus on foundations and ideas of citizenship – justice, equality, compassion, information, and government; 5) Educate students with tools needed to be active citizens; 6) Understand the history of societies, peoples, cultures, and social movements; 7) Understand government, ethics and the foundations of law; 8) Have an opportunity to jump-start college level curriculum with course offerings in economics, sociology, psychology, human geography and media; 9) Have strong skills in reading, writing, public speaking and engagement with people from all backgrounds.

In order to meet these goals, our academic program is founded on rigorous core curriculum. Beginning in middle school and continuing through their high school years, students are asked to complete seven years of secondary math, eight years of social sciences, seven years of English, six years of science, and three years of Spanish as the core elements of our liberal arts/ social sciences focused program. The curriculum for our core program is designed internally from our academic standards. Our Math and English courses are aligned to the Common Core State Standards and instructional shifts. Teachers of science plan their courses from our internally created science standards that incorporate the Colorado Academic Standards, the Next Generation Science Standards and the Common Core standards for Literacy in Science. Our social studies standards and curriculum are backwards planned from the AP History frameworks and incorporate skill-based standards that meet or exceed the expectations of the Colorado Academic Standards and the Common Core Standards for Literacy in History and Social Studies. With this approach, we are able to hold our students to high academic expectations to prepare them for success in college and career. Our rigorous curriculum has no remedial track; every student completes at least the core curriculum and many pursue advanced or AP courses. All students must pass their courses with a final grade of 70% or higher, and our graduation requirements exceed those of Colorado higher education entrance requirements.

Middle School Curriculum: Our middle school curriculum prepares students with the foundational skills they need for success in high school and college. As a part of our social sciences model, students will participate in an 8th grade elective focused on social sciences that is reflective of the University partnership of each individual middle school. Social Studies, Reading and Writing will function as an interdisciplinary trio with an emphasis on non-fiction

texts. As seen below, our course of study at the middle school level emphasizes building skills in core curricular areas.

Table 21: DSST Middle School Course of Study			
Subjects	6th Grade	7th Grade	8th Grade
English Language Arts	Courses: Reading 6, Writing 6	Courses: Reading 7, Writing 7	Courses: English 8
Mathematics	Courses: Math 6, Integrated Pre-Algebra and Geometry (Accelerated Math 6)	Courses: Integrated Pre-Algebra and Geometry, IAG1(Accelerated Math 7)	Courses: IAG1, IAG2H (Accelerated Math 8)
Science	Courses: Integrated Science 6	Courses: Integrated Science 7	Courses: Integrated Science 8
Social Studies/History	Courses: Social Studies 6	Courses: Social Studies 7	Courses: Social Studies 8
Elective			Courses: Elective based on individual school program
Physical and Health Education	Courses: Physical Education 6	Courses: Physical Education 7, Health and Wellness 7	Courses: Physical Education 8, Health and Wellness 8
Art	Courses: Art 6 and Performing Art 6	Courses: Art 7 and Performing Art 7	

Several of our proposed schools (middle schools nine and eleven and high school nine) will have a social science focus, in addition to strong STEM programming. Our focus on a social science theme is built on the belief that critical thinking is an incredibly important part of being a future civic leader in an increasingly global society. Our intention is to use the same rigorous liberal arts curriculum found at a DSST STEM-focused middle school, but add to it an even deeper foundation in social studies, reading and writing. Working with the overarching goal of

preparing all students for the rigor of a college program, we are committed to helping middle school students build strong skills that will pave the way for success in our high school program. We anticipate that students will leave 8th grade with deep foundations in critical thinking, writing, and reading comprehension, along with strong skills in math and science.

In all of our schools, we reinforce the following: 1) Data Driven Instruction: DSST employs technology to transform teaching and learning, harnessing powerful normed assessments across our schools and data tools to measure student progress toward standards mastery on a daily basis – and adapt instruction accordingly; 2) Rigorous Intervention: DSST commits to providing additional support for students who need more time and instruction to meet college readiness levels in reading, writing and math; 3) Four-Year College Readiness and Acceptance: DSST aims to prepare all students to gain acceptance to and succeed in a four-year collegiate environment; 4) Brain Based Research: DSST uses brain research as a foundation for our curriculum and instruction, and also draws on the best practices from the field. Some examples of those practices are: short class segments and real-world connections to maximize student engagement; multi-sensory classroom strategies to improve access and retention; differentiation for diverse learning styles and abilities in heterogeneous classrooms; spiraling and fluency activities that provide repetition to maintain previously learned concepts and skills.

The core instructional materials used in each subject area at DSST are network-created. Each course follows a network-created curriculum map, developed by lead teachers in each subject area and Home Office Managers of Curriculum & Assessment. Teachers backwards plan from this curriculum map to set their own objectives and create their own lesson plans and materials. This process is supported by instructional leaders at each school, and lesson plans and

materials are submitted for review regularly. In addition, teachers use textbooks and other curricular resources as sources from which to pull lesson components and materials.

In math, teachers have access to several textbooks when planning lessons and creating or finding materials. Teachers use *College Preparatory Math*, *Singapore Math*, and *Holt Mathematics* textbooks as a resource. In addition, now that DSST math courses follow Common Core standards, there are many Common Core-aligned online resources that teachers use, such as *Engage New York* and *Illustrative Math*. In Science, the standards, curriculum, and materials are all network-created. Teachers pull from textbooks and high-quality online resources, but ultimately create their own lesson plans and materials. One of the major resources relied upon are the lesson plans and materials created by our strongest science teachers in each grade level; using our shared drive, teachers have access to these materials from past years as well as the current school year. Social Studies teachers draw from many different primary and secondary sources in their lesson planning. Our social studies teachers also use *History Alive!* textbooks to support students' content knowledge. With the transition to the Common Core, social studies teachers also incorporate many texts in order to instruct students within the Common Core State Standards for Literacy in History/Social Studies. In Reading and Writing, teachers create their own curriculum materials that are centered on the unit texts. With the transition to the Common Core State Standards, teachers may pull from available Common Core resources, including curriculum and resources available on *Engage New York*.

Our high school course of study prepares students with a rigorous, college- preparatory education. Our course of study can be seen below in Table 22:

Table 22: DSST High School Course of Study				
Subjects	9th Grade	10th Grade	11th Grade	12th Grade
English	9 th Grade Humanities	World Literature; English Seminar	American Literature; English Seminar	English 12
Mathematics	Integrated Algebra/Geometry 1, Integrated Algebra/Geometry Honors, Math Seminar	Integrated Algebra/Geometry 2, Algebra 2 Honors, Math Seminar	Algebra 2, Pre-Calculus, Pre-Calculus Honors, AP Calculus AB, AP Calculus BC Statistics	Pre-Calculus, Pre-Calculus Honors AP Calculus AB, AP Calculus BC
Science	Physics 9	Chemistry	Biology, Biology X	Independent Study Option
Social Studies/History	Social studies 9 Ethics and Philosophy 9	Government and Law 10	History 11	Advanced Government and Politics Anthropology Economics Psychology Law Human Geography Media and Journalism
Spanish	Spanish 1/2, Spanish for Native Speakers 1/2	Spanish 2/3, Spanish for Native Speakers 2	Spanish 3/4, Spanish for Native Speakers 2, AP Spanish	Spanish 3/4/5 AP Spanish

This base content, when combined with the opportunity to dive into disciplines such as economics, government, journalism or anthropology (to name a few) will prepare students for the rigor of college-level social sciences programs. We anticipate that students will leave DSST with skills and knowledge that will give them a rigorous jump start on the path to pursue careers in law, media, public policy, international relations, business or higher level graduate programs in the social sciences. According to the DPS School Performance Framework (SPF), DSST high schools have consistently served students successfully. DSST Green Valley Ranch High School

and DSST Stapleton High School have been rated “Meet Expectations” or “Distinguished” every year that DPS has produced the SPF.

The core instructional materials used in each subject area at DSST are network-created. Each course follows a network-created curriculum map, developed by lead teachers in each subject area and Home Office Managers of Curriculum & Assessment. Teachers plan from this curriculum map to set their own objectives and create their own lesson plans and materials. This process is supported by instructional leaders at each school, and lesson plans and materials are submitted for review on a regular cadence. In addition, teachers use textbooks and other curricular resources as sources to pull lesson components and materials from.

In addition to getting to know students, families and their cultures, we also actively work to educate our students on issues related to diversity. We use our Morning Meeting and advisory structure to accomplish this character education. During these structures within the school day students build community by learning about topics such as the negative effects of stereotypes, social skills for interaction with diverse groups, etc. As much as possible, we strive to provide positive role models that represent the culture of the students within our community. We endeavor to hire a culturally and linguistically diverse staff and to bring in community members to serve as role models for our students. Furthermore, we represent the diversity of cultures and languages within our community through our visual culture in the hallways and within our classrooms. Through our character education program, positive role models, and school visual culture, we are able to establish and maintain an environment in which all of our students feel safe and welcome.

E: In Colorado, charter schools are public schools that operate via a contract with a Local Education Agency (LEA) such as the local school district, which in DSST’s case is Denver

Public Schools (DPS). The "charter," as defined in the state Charter Schools Act (Sections 22-30.5-101et. seq. C.R.S.), spells out the school goals, standards, education design, governance and operations. The degree of autonomy to be exercised by the charter school on such issues as personnel, curriculum and facilities is negotiated between the charter applicants and the local school district and reflected in the charter. School-centered governance, autonomy, and a clear design for how and what students will learn are the essential characteristics of a charter school. Under Colorado law, a charter school is not a separate legal entity independent of the school district but a public school defined uniquely by a charter, partially autonomous while remaining within the school district. DSST will continue its successful relationship with DPS and management of its schools as it has in establishing its current six campuses. DSST will provide all instructional and administrative services directly to its schools. There may be some non-instructional services that can be provided more efficiently by DPS; the only services that DSST is certain it will purchase from the district are special education employees and Infinite Campus services, as mandated by DPS. As part of the annual budgeting process, DSST will evaluate other services available for purchase from DPS, weigh the cost of purchasing these services against other options, and make decisions about the services to be purchased for that year. They may include transportation service, nurse services, food service and facilities maintenance. DSST is a member of numerous non-profit purchasing cooperatives and is party to DPS contracts and purchase agreements with numerous vendors.

The mission and goals of Denver Public Schools, as explained in the Call for New Quality Schools and the Denver Plan, are completely aligned with those of DSST Public Schools, particularly Goal 1-Great Schools in Every Neighborhood, Goal 3-Ready for College and Career, and Goal 5-Close the Opportunity Gap. DSST also supports the continued efforts of

Denver Public Schools to ensure equity. Equity of opportunity, responsibility, access and accountability are core tenets of the DSST philosophy. DSST is dedicated to serving an integrated, heterogeneous population in each of its schools and seeks to serve the growing population and changing demographics of the students in DPS.

F: DSST is confident in its ability to continually operate new charter schools once the Federal grant has expired. We have operated fiscally sound charter schools since our inception in 2004, concluding every operating year with a surplus. Through sound and sustainable fiscal planning, DSST has accumulated about \$19 million in operating reserves with a goal of \$36 million at full build out in 2025 (approximately three months of operating expenses). As part of annual planning, DSST develops five-year budget forecasts and staffing projections, taking into account new school launches, growing enrollment at operating schools, state funding and other major changes in revenue and expenses.

In addition to per-pupil revenue (PPR) funds, Mill Levy, Title II and Title III funds, and federal CSP start-up funds, DSST also pursues other grants and private individual donations to support operations in the early years of new schools. The CMO development office at DSST supplements per pupil fundraising needs through various fundraising activities including project specific grants, school activities and “Slice of Pi,” DSST’s signature fundraising event. This has allowed DSST to raise grant funding from various local and national foundations including: the Walton Family Foundation, the Anschutz Foundation, The Charter School Growth Fund and The Daniels Fund. The CMO and our existing parent communities have a track record of successful fundraising and we expect similar results as we expand our schools.

G: Parents, teachers and the community have always been an integral part of the planning, program design and implementation of new DSST schools. DSST knows that parents

bring perspective and insight to the each school we operate. Parents commit at a school's founding to take at least one significant step towards helping the school in its early years. The process to determine facilities allocation for our schools has involved significant community engagement in the past and we will continue to use this process. For example, the process of determining the location of Henry Middle School in Southwest Denver included parents looking closely at each of the four proposed school options and creating a list of pros and cons for each applicant to inform the DPS School Board as it made its recommendation for placement. A number of parents support DSST in providing a rich variety of clubs and extracurricular activities led by staff and/or parent volunteers. Initial student and parent orientation begins in the spring where families sign the Core Value Commitment. Additionally, the school director and a teacher visit each new student at home during the spring/early summer and begin the process of explaining policies, expectations, and school schedules. School policies are explained in greater detail during parent orientation and registration prior to the start of summer school. Specific topics include homework, disciplinary systems, school uniforms, extracurricular activities, teacher-advisor communication and conferences, core value "paychecks" (small prizes for living DSST's core values), progress reports and report cards. In addition to the initial orientation, families are invited to join students for family events throughout the school year. For example, every campus holds a "back to school night" for all parents to engage with the entire school community in the early fall.

DSST works diligently to connect with parents regularly about their child's education. Through the advisory program, teachers and staff connect with parents on a regular basis. The school communicates to parents about student progress every five weeks through progress reports and mandatory parent-advisor conferences at the end of the first and second trimesters.

DSST has an open-door policy to parents and encourages them to visit and participate in the school. In addition to supporting their students, parents are encouraged to volunteer at DSST in other capacities, including: helping to recruit new students, run open houses, occasionally providing celebratory lunches for staff, tutoring students, helping with elective classes and clubs, and chaperoning field trips. Parents are invited to awards ceremonies at the end of each trimester, the School Accountability Committee, Parent forums, Alumni Forums, End of Year Carnival, Fall Family Barbecue, Concerts, and Report Card Conferences.

Each DSST school has a Science and Tech Parent organization (STP) to help facilitate parent involvement and oversight. The purpose of these STP organizations is to coordinate parent volunteers for activities; to provide opportunities for parents to ask questions, express concerns, seek answers about school-related issues; and to elect a non-voting parent representative to the DSST Board of Directors. All parents and/or guardians are considered members of the STP and are welcome to participate in any or all meetings and activities. There are no qualifications or payments associated with this membership, and every member has one vote on any question brought before the group. Many DSST STPs are looking into ways to bolster translation services in an effort to make the STP group accessible to all parents, including our large Spanish-speaking community.

DSST also develops extensive community and regional partnerships to support the development of each of its schools. DSST seeks partnerships for student enrichment with community organizations, student service organizations, businesses, research institutions and universities, such as the University of Colorado – Boulder, the University of Colorado – Denver, the University of Denver, CH2MHill, the Global Livingston Institute, and the Bill and Melinda Gates Foundation. These community partnerships are critical for identifying volunteer

tutors/mentors and for bringing community resources to bear on STEM programming to best support student learning and exploration. Our partners are all invested in supporting education in Denver and our goal to graduate college-ready students, a large portion of whom will pursue a STEM major in college and may ultimately choose a STEM profession.

H: DSST does not currently have any requests or justifications for waivers of any Federal statutory or regulatory provisions that are necessary for the successful operation of the proposed new or substantially expanded charter schools.

I: CSP funds will be vital to the expansion of DSST schools. As we've learned from years of experience in opening new schools, it is of paramount importance to have start-up capital to invest in developing leaders and building community, student, and parent support of the school. Therefore, a portion of the proposed budget is allocated to "year 0" activities, or the work done in the preparation period before the school opens. "Year 0" costs include a portion of the personnel and fringe benefits for School Directors, Technical Support Coordinators, Office Managers, and Deans to accomplish a variety of tasks in school buildouts, such as planning and designing school educational programs, hiring and developing new staff, preparing and setting up student and staff computers, ordering supplies, recruiting students, and contacting parents. In addition, funds will be used to create the environment for our schools. Each school has substantial start-up costs, from audio visual equipment to computers (as we have a 1:1 laptop model for all of our students) to creating school technology networks. In addition, there are costs associated with building support for the school. For instance, it is vital to host meetings with the community and those incur costs such as translation services in some of our communities. Other costs include equipment, supplies, building school technology networks, printing, and travel to the annual 2 day grant project conference in Washington, DC. These project costs are outlined

further in the attached Budget Narrative and corresponding spreadsheet. DSST will not accept any additional school start-up funding from any federal programs other than the CSP if awarded.

J: See description as part of **Competitive Preference Priority 2 – Promoting Diversity**, of DSST’s admissions policy and how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about new and expanded DSST schools and given an equal opportunity to attend such schools.

K: A priority at DSST is providing special-needs students with a wide range of appropriate educational opportunities in the least restrictive environment possible. DSST fully complies with all DPS, state, and federal guidelines for the effective delivery of services to all special education students. DSST also complies with the Individuals with Disabilities Education Act (IDEA) regulations, including sections 613(a)(5) and 613(e)(1)(B); Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act in all of our new and existing schools. Please see **Competitive Preference Priority 2 – Promoting Diversity** for further discussion of DSST’s services to students with special needs.

L: DSST has not had any significant compliance issues in the last three years in any of the schools that it manages.

M: DSST manages the following schools:

- Stapleton High School (founded 2004): 2000 Valentia Street, Denver, CO, 80238. Grades 9-12, 519 students
- Stapleton Middle School (founded 2008): 2000 Valentia Street, Denver, CO, 80238, Grades 6-8, 458 students
- Green Valley Ranch High School (founded 2011): 4800 Telluride St., Building 2, Denver, CO, 80249, Grades 9-12, 516 students

- Green Valley Ranch Middle School (founded 2010): 4800 Telluride St., Building 3, Denver, CO, 80249, Grades 6-8, 455 students
- Cole Middle School (founded 2011): 1350 E. 33rd Ave., Denver, CO 80205, Grades 6-8, 440 students
- Cole High School (founded 2014): 3240 Humboldt St., Denver, CO 80205, Grade 9, 278 students
- College View Middle School (founded 2012): 3111 W. Dartmouth Ave, Denver, CO 80236. Grades 6-8, 449 students
- College View High School (founded 2015): 3111 W. Dartmouth Ave, Denver, CO 80236. Grades 9-10, 139 students
- Byers Middle School (founded 2013): 150 S. Pearl St., Denver, CO 80209, Grades 6-8, 448 students
- Conservatory Green Middle School (founded 2014): 8499 E. Stoll Pl., Denver, CO 80238, Grades 6-8, 298 students
- Byers High School (founded 2016): 150 S. Pearl St., Denver, CO 80209, Grade 9 (opens for summer 2016 summer school)
- Henry Middle School (founded 2016): 3005 S. Golden Way, Denver, CO 80227, Grade 6, (opens for summer 2016 summer school)

Please see **Appendix F - Student Academic Achievement** for state assessment results by subgroup and high school graduation rates and college attendance rates. Attendance and student attrition rates for the past three years, as well as the percentage of students in each subgroup, are found in the Tables 23 and 24 below.

	Attendance Rate			Attrition Rates		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
College View MS	94.24%	95.16%	93.9%	*	7.58%	11.95%
Byers MS	*	96.03%	96.5%	*	*	6.29%
Cole MS	93.64%	94.02%	93.44%	10.5%	14.29%	18.18%
Cole HS	*	*	93.74%	*	*	*
Green Valley Ranch MS	95.72%	95.75%	96.8%	10.47%	12.37%	9.9%
Green Valley Ranch HS	95.08%	94.84%	94.58%	14.89%	14.88%	14.87%
Stapleton MS	95.39%	95.38%	95.34%	7.39%	5.84%	11.33%
Stapleton HS	94.47%	94.01%	93.61%	11.02%	12.77%	10.35%
Conservatory Green MS	*	*	93.9%	*	*	*

* = NA

	FRL			ELL			SpEd			Racial Minority		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Byers MS	33%	35%	36.8%	8.4%	7.3%	7.3%	5.8%	5%	6.1%	44%	44%	45.6%
Cole MS	78%	80%	86.6%	28.4%	30.2%	33.6%	9.9%	10%	12.4%	87%	87%	93.7%
Cole HS	*	72%	76.4%	*	19%	25.71%	*	8%	11%	*	87%	88%
College View MS	83%	86%	89.8%	37.6%	34%	34%	11.2%	8%	6.7%	92%	92%	93.8%
College View HS	*	*	84.2%	*	*	38.9%	*	*	4.4%	*	*	93.4%
Conservatory Green MS	*	52%	54%	*	12%	15.4%	*	11%	11.3%	*	77%	80.8%
Green Valley Ranch MS	73%	76%	77.1%	26.9%	26.4%	21.7%	7.1%	5%	6.8%	91%	92%	93.4%

N: See Appendix F- Student Academic Achievement.