



# New School Applications

## Staff Recommendations

June 4, 2015



# CONTENTS OF PRESENTATION

- About the Call for New Quality Schools
- Staff Recommendations
- Key Learnings from This Call Cycle
- Appendices
  - A: Process Alignment with Board Policy
  - B: Process Alignment with State Statute & Rules
  - C: Standard New School Conditions
  - D: Student Board of Education Review of Applications
  - E: Process Improvements 2015 & Moving Forward



# About the Call for New Quality Schools



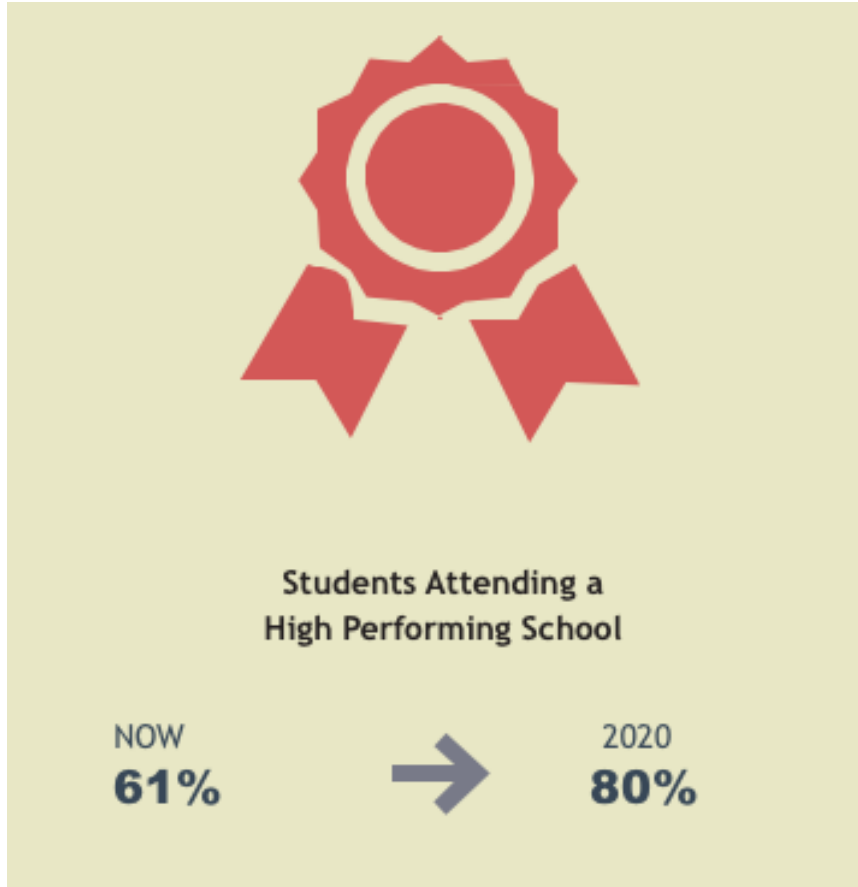
# What is the Call for New Quality Schools?

- A **public document** that transparently articulates forecasted needs for new schools or additional capacity in the district. *(This document was released in December 2014, following the Board's public review.)*
- A **process** that invites proposals to meet these needs, facilitates quality reviews of these proposals, engages community and supports Board decision-making.

*The outcomes of the Call as a process  
are our focus tonight.*

# Why a Call for New Quality Schools?

## Denver Plan 2020: Great Schools in Every Neighborhood



One way we get there:

“Expand high-quality school choices in all communities through differentiated supports for existing schools, new school strategies, turnaround efforts and strong accountability systems.”

-- Denver Plan 2020, describing the priority strategy of flexibility

# What is the policy and statutory context of the Call?

## Board Policy AF: Charter Quality Authorizing

This policy establishes principles and standards for DPS's authorizing work, including "creating Equitable Opportunity, Equitable Responsibility and Access, and Equitable Accountability" among all DPS schools. In this spirit, the Call is open to district-run and charter applicants.

## Colorado Charter Schools Act

State law requires districts to accept applications for new charter schools annually and identifies specific content requirements and process elements for the review of charter school applications.

## State and National Best Practices

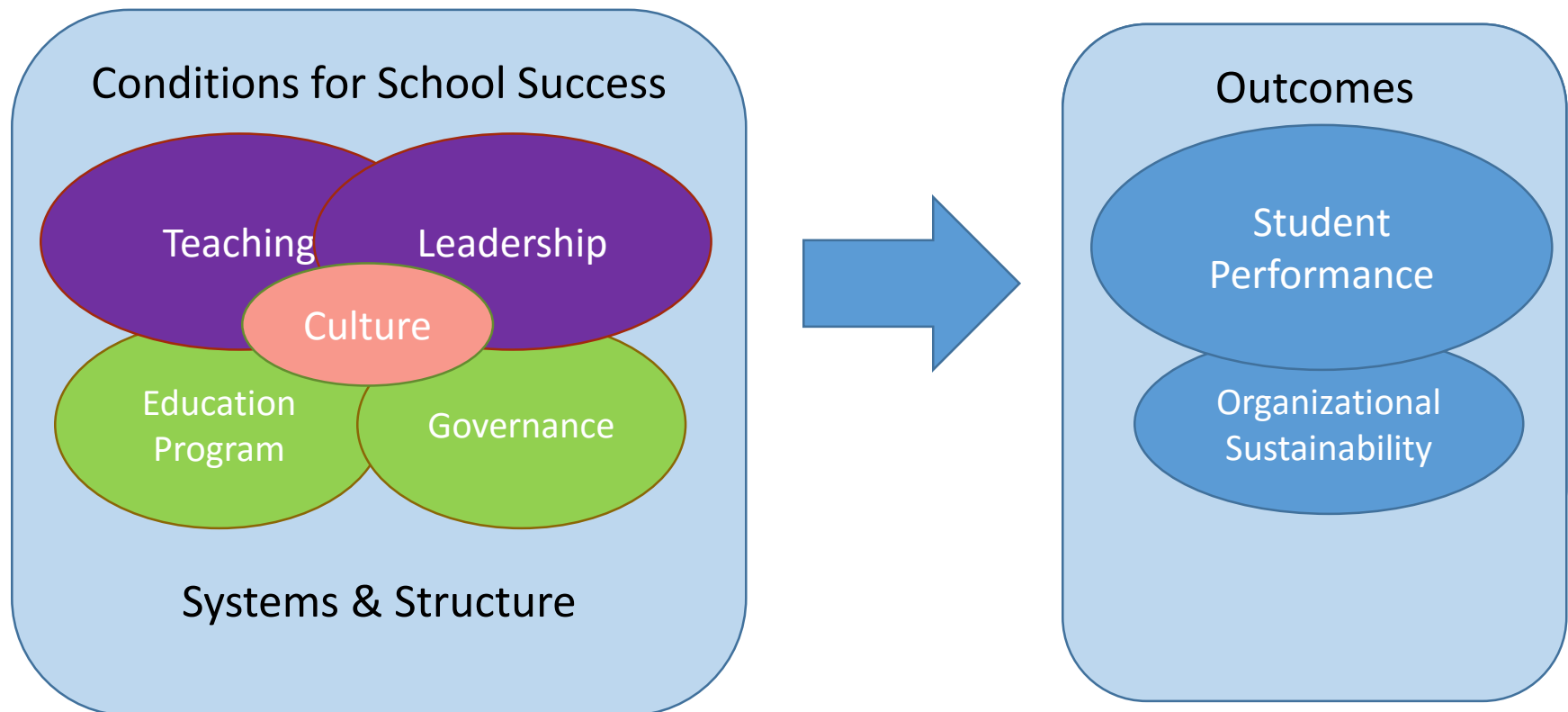
DPS embraces best practices established by the Colorado State Board of Education and the National Association of Charter School Authorizers. Quality standards include the issuance of a document clearly identifying district needs and priorities.

# The DPS Call process is ...

- 1) Open to both district-run and charter applications.** It is “governance-type neutral.”
- 2) A national exemplar.** “The Call for New Quality Schools provides excellent structure for a transparent and rigorous application process.” – National Association of Charter School Authorizers, in its most recent evaluation of DPS’s charter authorizing work

# The DPS Call process is ...

3) **Consistent.** The “School Quality Framework” defines the quality bar for new schools, as it does with all school designs in DPS (i.e., innovation plans, school redesigns). The SQF also informs the district’s charter renewal process and Tiered Support Framework.





# What was the timeline for the 2015 Call process?



# Application Reviewers

<b>English Language Acquisition</b> <ul style="list-style-type: none"> <li>• Lorenza Lara</li> <li>• Jorge Robles</li> <li>• Estella Almanza de Schoenewise</li> <li>• Nadia Madan</li> <li>• Sarah Klieforth</li> <li>• Jenna Ream</li> </ul>	<b>Parents/Guardians</b> <ul style="list-style-type: none"> <li>• Ismael Garcia, SW</li> <li>• MiDian Holmes, FNE</li> <li>• Edward Krug, NW</li> <li>• Paola Ramirez, NNE</li> <li>• Scott Esserman, NNE</li> </ul>	<b>Instructional Superintendents, PSR, and Elementary Ed</b> <ul style="list-style-type: none"> <li>• Mike Musick</li> <li>• Quinn O’Keefe</li> <li>• Brette Scott</li> <li>• James Scott</li> </ul>	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Tom Boasberg, Superintendent</li> <li>• Susana Cordova, Chief Schools Officer</li> <li>• Ivan Duran, Assistant Superintendent</li> <li>• Veronica Figoli, Chief of FACE</li> </ul>	<ul style="list-style-type: none"> <li>• Greta Martinez, Assistant Superintendent</li> <li>• David Suppes, COO</li> <li>• Alyssa Whitehead-Bust, Chief Academic and Innovation Officer</li> <li>• Alex J. Martinez, General Counsel</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Valerie Calvert</li> <li>• Kristi McCollum</li> <li>• Patrick McGinty</li> <li>• Joshua Nichols</li> <li>• Audrey Ross-Mccall</li> <li>• Michele Sandoval</li> <li>• Lee Cox</li> <li>• Josh Drake</li> </ul>	<b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>• Michelle Delgado</li> <li>• Sonia Geerdes</li> <li>• Cathy Martin</li> <li>• Jeff Miller</li> <li>• Linda Morris</li> <li>• Jen Yacoubian</li> <li>• Jeanna Doung</li> <li>• Katie Johnson</li> <li>• Ann Christensen</li> <li>• Laura Neuberg</li> <li>• Diana Noonan</li> <li>• Lindsey Smith</li> <li>• Susan Olezene</li> </ul>	<b>Community Engagement</b> <ul style="list-style-type: none"> <li>• Amber Callender</li> <li>• David Portee</li> <li>• Landon Masacareñaz</li> <li>• Jack Becker</li> <li>• Amalia Villalobos</li> <li>• Daniel Houser</li> <li>• Olivia Sanchez</li> <li>• Daniel Salinas</li> <li>• Jesse Martinez</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>• LeVar Cypress</li> <li>• Sam Gallagher</li> <li>• Katie Hechaverria</li> <li>• Mario Mrva</li> <li>• Amy Holthus-Pera</li> <li>• Paola Segura</li> <li>• Jeff Zwolenski</li> </ul>	<b>OSRI</b> <ul style="list-style-type: none"> <li>• Keceya Campbell</li> <li>• Chris DeWitt</li> <li>• Megan Hennessey</li> <li>• Maya Lagana</li> <li>• Vickie Mestas</li> <li>• Joe Amundsen</li> <li>• Jennifer Holladay</li> <li>• Nick Bucy</li> </ul>
	<b>Student Board of Education</b> <ul style="list-style-type: none"> <li>• Elesa Vigil</li> <li>• Jack Virnich</li> <li>• Brayan Montes</li> <li>• Thinh Alan Nguyen</li> <li>• Ethan Orlee</li> <li>• Bruno Armas</li> <li>• Tay Anderson</li> </ul>	<b>Legal Services</b> <ul style="list-style-type: none"> <li>• Molly Ferrer</li> <li>• Jerome Deherrera</li> </ul> <b>Operations</b> <ul style="list-style-type: none"> <li>• Liz Mendez</li> </ul> <b>Human Resources (for district-run applications)</b> <ul style="list-style-type: none"> <li>• Carol Mehesy</li> </ul>		<b>External Education Consultants</b> <ul style="list-style-type: none"> <li>• Tom Siegel</li> <li>• Tina Valtierra</li> <li>• Sabrina Hodges</li> <li>• Jeanette Cornier</li> </ul>

# Great Schools Community Conversations

## December

- Received input on qualities of great schools.
- Solicited feedback on new school needs.
- Gained insights on possible process improvements.
- Call for New Quality Schools issued, incorporating feedback.

## Feb/March

- In response to suggested improvements, shared supports for existing schools and addressed region-specific concerns.

## April/May

- Gained feedback on school proposals.



# Recommendations



# Types of Board Decisions on New School Applications

<b>Denial</b>	In the event that the preponderance of evidence suggests that the application neither meets the quality standards set forth in local policy (all schools) nor those set forth in state statute (in the case of a charter schools) and will therefore not be “in the best interest of pupils, the district or the community,” staff recommends the application be denied.
<b>Approval with standard conditions</b>	All new school approvals include standard conditions, which require applicants to enroll sufficient numbers of students, secure an adequate facility, identify a school leader in a timely manner, provide quarterly financial reports during Year 0, and, for charter schools, abide by charter-contract terms and participate in required ELA training programs. <i>Full text for standard conditions is provided in Appendix C.</i>
<b>Approval with standard and specific conditions</b>	In addition to standard conditions of approval, schools may need to satisfy additional conditions as identified during the application review prior to opening. In such cases, the preponderance of evidence suggests approving the school with targeted adjustments to the design or implementation plan in order to be “in the best interest of pupils, the district or the community.”

# Applications Received & Summary Recommendations

NNE	Recommendation/Status
University Prep at Pioneer	Approve with standard and school-specific conditions
Downtown Denver Expeditionary Middle School	Approve with standard and school-specific conditions
Lycee International	Withdrawn
Denver Dual Language Academy	Withdrawn
REVO Learning	Withdrawn
Banneker Jemison STEM Academy	Approve with standard and school-specific conditions
McAuliffe Replication	Re-submitting through 2015 Call Supplement Cycle
Denver School of History, Speech and Debate	Re-submitting through 2015 Call Supplement Cycle
SW	Recommendation/Status
Karasi Preparatory	Withdrawn
Region Not Specified	Recommendation/Status
DSSTs VIII-XI	Approve with standard and school-specific conditions



**Governance Type:**  
CHARTER

**Region:** NNE

**Grade Levels:** K-5

**Model:** College Prep

**360 students at capacity**

## Quality Finding

Preponderance of evidence demonstrates applicant has met expectations on the School Quality Framework rubric regarding culture, teaching, leadership, education program and governance.

## Conditions

**Standard conditions apply.**

### School-Specific Conditions

- By May 15, 2016, the school will meet or exceed re-enrollment of 80%, for each eligible grade level (1-5).
- By October 15, 2015, the school shall submit leader evaluation tools that clearly and appropriately weight student achievement.
- By August 30, 2015, the school shall provide a copy of the executed MOU with Pioneer Charter School, detailing any financial arrangements between the schools.

## Facility

Staff affirms the school has met the Call-related placement criteria, established in the Board of Education's Resolution no. 3956, "[to] **approve University Prep's service as the replacement provider for Pioneer Charter School ...** conditioned on ... The quality of University Prep's plan ... , to be submitted in alignment with requirements of, and evaluated as part of, the Call for New Quality Schools process."

## Staff Recommendation(s)

Approve with standard and school-specific conditions

Charter	NNE	K-5	College Prep Model	360 Students at Capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"> <li>The applicant's mission and vision is to build a foundation of skills, knowledge and character, and educate every K-5 student for college and to provide an exceptional education through their six core values.</li> </ul>			
School Culture & Targeted Student Population	<ul style="list-style-type: none"> <li>The applicant projects a student population of 95% FRL, 8% SPED, and 76% ELL, which is consistent with the current Pioneer Charter School population.</li> <li>The applicant fosters school culture through a culture of strong student achievement and character building mixed with joy to build scholar investment in learning, including, College Going Culture, PREP Values, Community Circle, Homework Crown, and Knock it Out of the PARCC.</li> <li>The applicant supplies a number of specific strategies to recruit the school's targeted student population, including outreach to prospective families, School Choice process, bilingual direct mailings, community canvassing, and plans to attend all kindergarten transition meetings.</li> </ul>			
Community Support & Engagement	<ul style="list-style-type: none"> <li>NOTE: <b>Due to turnaround nature of this application, University Prep did not include intent to enroll forms with its application</b>, and instead provided a community engagement plan into and through the 2015-2016 school year. The applicant describes a number of specific strategies to engage Pioneer families, including hiring a Family and Community Liaison to work with Pioneer Parents in year zero and beyond.</li> <li>The applicant promotes ongoing parent/guardian engagement through informational sessions, parent-to-parent conversations, regularly scheduled open houses for Pioneer Parents, a New Family Welcome Barbeque, home visits from teachers, daily behavior reports, weekly newsletter, biweekly calls from teachers, back to school night, an invitation to the schools weekly Community Circle, and two mandatory conferences per year. The school leader and staff are passionate about providing strong lines of communication with current Pioneer families and providing a welcoming environment for current Pioneer families.</li> <li>The applicant supplies 12 letters of support from Pioneer families, 36 letters from current U Prep families, and 17 community letters of support. The application includes a strong endorsement from the Pioneer Board.</li> <li>The applicant will participate in the DPS SchoolChoice process, and the applicant will strive to reach a re-enrollment rate of 80%.</li> </ul>			
Leadership	School Leader Not Identified			
Leadership and Staff Structure	<ul style="list-style-type: none"> <li>The leadership team consists of a school leader, Academic Dean (Math, Social Studies/Science), Academic Dean (Literacy and Writing), ELL Dean, Dean of Scholars/Culture, and an Operations Manager.</li> <li>The applicant seeks to hire a bilingual school leader hired by June 2015. The principal will enter into a year long Principal Residency with the current University Prep I Head of School, David Singer.</li> <li>David Singer will transition to Executive Director in 2016 overseeing both schools.</li> </ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"> <li>The Principal receives weekly direct coaching and support from the Executive Director.</li> <li>The Executive Director will evaluate the School Leader annually using a standards-based rubric.</li> <li><b>The applicant does not indicate whether or not the evaluation rubric is based on 50% of student achievement.</b></li> </ul>			



Education Program	University Preparatory School II - Charter
Curriculum	<ul style="list-style-type: none"> <li>The educational philosophy focuses on placing every child on the path “to and through” college and eliminating the achievement gap.</li> <li>Curricular units are developed using four criteria: Standards Based Curricular materials (aligned with CCSS and CAS), Ability to Differentiate/Leverage Resources, Access for ELLs, and Cultural Relevancy.</li> <li>The school day is 8.75 hours long (M-TH) and 6.5 hours (F); the school year provides 184 instructional days.</li> </ul>
Progress Monitoring and Assessment	<ul style="list-style-type: none"> <li>Student progress is measured by frequent standards based assessments collected and maintained by teachers.</li> <li>There are systems to analyze and respond to student data on a weekly basis, analyze interim data after an assessment cycle , and develop action plans for individual and class-level data.</li> <li>The school administers Daily Exit Tickets or Checks for Understanding, weekly assessments, CCSS aligned Interim Assessments, STEP Assessments, NWEA MAP three times per year, state mandated assessments PARCC and CMAS once per year, and WIDA ACCESS Assessment once per year. Following each interim assessment cycle, teachers have a full day to analyze data and create an action plan.</li> </ul>
ELL Instruction	<ul style="list-style-type: none"> <li>The applicant’s ELL plan meets DPS criteria, including the process for identifying, involving parents/guardians, progress monitoring and exiting/re-designation, providing teacher and administrator PD, offering at least a 45-minute ELD Block using research-based curriculum E.L Achieve for its ELL students.</li> </ul>
SPED Instruction and MTSS	<ul style="list-style-type: none"> <li>The applicant identifies a continuum of services based on the needs of each student’s IEP, including push-in, co-teaching, small groups, one-on-one tutoring, and pull-out opportunities.</li> <li>The staffing plan provides one SPED teacher for every 12 students with disabilities.</li> <li>The applicant describes detailed strategies to support students in Tiers I,II and III, including progress monitoring with measurable and manageable goals.</li> <li>The applicant’s discipline plan includes systems to guard against disproportionality, including the use of a restorative justice approach.</li> </ul>
Gifted/ Talented	<ul style="list-style-type: none"> <li>The applicant provides GT staff (Scholar Advancement Chair) and includes a process for identifying and providing GT services.</li> </ul>
Teaching	
Teacher Coaching and Evaluation	<ul style="list-style-type: none"> <li>Teachers receive informal observations every week and formal observations twice per year by their coach.</li> <li>Teachers are evaluated on the Adult Culture Rubric and the Teacher Evaluation Rubric, 50% of which is based on student growth.</li> <li>The applicant provides coaching and PD for current Pioneer teachers to ensure students are receiving quality instruction.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>A year-round professional development plan is provided and includes, summer institute, full data days, full day PDs, local or national school visits, and weekly professional development, <b>although more detail could have been provided on PD topics.</b></li> </ul>
Governance	
Board Capacity and Oversight	<ul style="list-style-type: none"> <li>Board members have multiple years experience in governance, legal sector, finance, fund development, investments, fund development, college access, community engagement, and project management.</li> <li>The Board monitors academic, student, and financial data monthly, through a dashboard.</li> <li>One board member from University Prep will join the Pioneer Board from now until opening to ensure a smooth transition.</li> <li>The applicant provides evidence that the school will convene a SAC.</li> </ul>
Budget	<ul style="list-style-type: none"> <li>The budget balances and includes generally reasonable revenue and expense assumptions.</li> <li><b>Operating expenses are heavily reliant on private and start up grant funding at 12.5%</b>, however the Board has a long term goal of 10% reliance and a clearly articulated plan to fundraise and engage current funding partners.</li> <li>The budget assumes Year 0 support from Pioneer Charter School, although <b>the letter of support from the Pioneer Board does not detail these terms.</b></li> </ul>

# Downtown Denver Expeditionary Middle School

<b>Governance Type:</b> <b>CHARTER</b>	<b>Region:</b> Near Northeast/ Central Business District	<b>Grade Levels:</b> 6 – 8	<b>Model:</b> Expeditionary Learning	<b>405 Students at Capacity</b>
---	--	----------------------------	--------------------------------------	---------------------------------

## Quality Finding

- Preponderance of evidence demonstrates applicant has met expectations on the School Quality Framework rubric regarding culture, teaching, leadership, education program and governance.

## Conditions

**Standard conditions apply.**

### School-Specific Condition:

By July 15, 2017, the School shall submit a plan that specifies its targeted services to gifted and talented students.

## Facility

- Private Facility; none secured, considering a location in Arapahoe Square.

## Staff Recommendation(s)

Approve with standard and school-specific conditions

# Downtown Denver Expeditionary Middle School

APPROVE

Charter	NNE/ Central Business District	6 – 8	Expeditionary Learning	405 students at capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"> <li>The applicant’s mission is to ensure that each student achieves academic and personal excellence, becomes a joyful learner, grows in responsible citizenship and active partnership in civic and cultural life of downtown Denver.</li> </ul>			
School Culture & Targeted Student Population	<ul style="list-style-type: none"> <li>The applicant projects a student population of 50% FRL, 12% SPED, and 15% ELL.</li> <li>The applicant provides a clear rationale for the need for a downtown middle school based on demographic trends as they identified through formal studies.</li> <li>The applicant fosters school culture through Expeditionary Learning and two foundational documents “The Way of the Blue Bear” and “Living with Intentionality and Purpose” that describe character traits central to school culture and shared agreements and beliefs of the DDEMS community.</li> <li>The applicant supplies a number of specific strategies to recruit the school’s targeted student population based on a three-prong recruitment approach including, targeting low income populations, partnering with Downtown Denver Partnership to distribute information to their networks, and community partnerships with existing EL families and communities.</li> </ul>			
Community Support & Engagement	<ul style="list-style-type: none"> <li>The applicant collected 315 intent to enroll forms (150% of Year 1 enrollment); and supplies 34 letters of support.</li> <li>The applicant requests to continue partnerships currently in place with DDES with Downtown Denver Partnership, History Colorado, Children’s Museum of Denver, the Denver Center for Performing Arts, Denver Art Museum, and Institute of Play.</li> <li>The applicant promotes ongoing parent/guardian engagement through regular communication with teachers, student conferences, showcase nights, and special events.</li> <li>The applicant will participate in the DPS SchoolChoice process, and the applicant will strive to reach a re-enrollment rate of 90%.</li> </ul>			
Leadership	Scott Mengel, Executive Director; Erin Sciscione, Principal			
Leadership and Staff Structure	<ul style="list-style-type: none"> <li>The leadership team consists of Executive Director, Principal, Instructional Leadership Team, Director of Curriculum and Instruction, Director of Partnerships, and an Operations Coordinator.</li> </ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"> <li>The Principal receives weekly coaching and feedback from the Executive Director. In addition, the Principal will receive coaching and PD through external coaching expert and partners.</li> <li>The Executive Director will evaluate the Principal twice annually using a standards-based rubric (50% of which includes student achievement).</li> </ul>			
Education Program				
Curriculum	<ul style="list-style-type: none"> <li>The educational philosophy focuses on connecting learning to the real-world through learning expeditions, high quality work, postsecondary and workforce readiness and character.</li> <li>Curricular units are developed using Colorado Common Core State Standards through an Understanding by Design backwards-planning model.</li> <li>The school day is 7 hours and 15 minutes long (M-TH) and 5 hours and 15 minutes long (F); the school year provides 176 instructional days.</li> </ul>			

<b>Progress Monitoring and Assessment</b>	<ul style="list-style-type: none"> <li>Student progress is measured by interim assessments, NWEA MAP Assessment, CMAS, PARCC, ACCESS, and self-assessments.</li> <li>There are systems to analyze and respond to student data on a weekly basis, analyze interim data on a six-week cycle and provide targeted re-teaching as necessary.</li> <li>The school administers interim assessments every 6-8 weeks. Following each 6-8 week instructional cycle, teachers and the Instructional Leadership Team monitor, celebrate and revise specific instructional targets based on student needs.</li> </ul>
<b>ELL Instruction</b>	<ul style="list-style-type: none"> <li>The applicant's ELL plan meets DPS criteria, including the process for identifying, involving parents/guardians, progress monitoring and exiting/re-designation, providing teacher and administrator PD, offers at least a 45-minute ELD Block using research-based curriculum INSIDE by National Geographic for its ELL students.</li> </ul>
<b>SPED Instruction and MTSS</b>	<ul style="list-style-type: none"> <li>The applicant identifies a continuum of services based on the needs of each student's IEP, including push-in and pull-out models.</li> <li>The staffing plan provides one SPED teacher for every 21 students with disabilities.</li> <li>The applicant describes detailed strategies to support students in Tiers I, II and III, including tiered interventions within a common intervention block.</li> <li>In the interview, the applicant described strategies to guard against disproportionality, as well as, processes to remedy disproportionality should it arise. <b>However, the applicant does not describe these strategies in their discipline plan.</b></li> </ul>
<b>Gifted/Talented</b>	<ul style="list-style-type: none"> <li>The applicant provides G/T staff and includes a clear process for identifying gifted and talented students, <b>however the applicant does not provide a clear plan for targeted services to G/T students.</b></li> </ul>
<b>Teaching</b>	
<b>Teacher Coaching and Evaluation</b>	<ul style="list-style-type: none"> <li>Teachers receive formal observations twice per year by the DDEMS Principal and are then evaluated in middle of year and at end of year.</li> <li>Teachers are evaluated using the 2014-2015 Downtown Denver Expeditionary School Teacher Evaluation Rubric, 50% of which is based on student growth.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>A year-round professional development plan is provided and includes a two-week Summer Institute and weekly PD session during the early release on Fridays, offsite PD, and ELD PD; totaling 211 hours per school year.</li> <li>The applicant proposes a process to measure the effectiveness of PD (led by the leadership team and the Instructional Services Team), including observations, teacher project presentations, peer critique, and a coaching accountability loop/feedback cycle. The school will tailor coaching and PD according to this analysis.</li> </ul>
<b>Governance</b>	
<b>Board Capacity and Oversight</b>	<ul style="list-style-type: none"> <li>Board members have multiple years experience in strategic planning, education, finance, philanthropy, communication, wellness and facilities.</li> <li>The Board monitors academic, student, and financial data monthly, through a comprehensive dashboard.</li> <li>The applicant's SAC adequately details specific roles and responsibilities for the school's oversight/advisory group.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>The applicant's budget balances, is transparent, demonstrates an understanding of revenue flow and is based on realistic summaries of start-up costs.</li> </ul>

**Governance Type:**  
**CHARTER**

**Region: NNE**

**Grade Levels: K-5**

**Model: STEM, Core Knowledge,  
Critical Literacy**

**300  
students at capacity**

## Quality Finding

Preponderance of evidence demonstrates applicant has met expectations on the School Quality Framework rubric regarding culture, teaching, leadership, education program and governance.

## Conditions

**Standard conditions apply.**

### School-Specific Conditions

#### Governance:

i. From August 2015 through August 2017, by the 25<sup>th</sup> of each month, the School shall provide to the DPS Finance team monthly unaudited financial statements for the prior month that include budget to actuals and the CDE chart of account level detail (program, object, job classification, project) for all funds, that are satisfactory to the District.

ii. By August 15, 2015, the School shall submit a revised budget in the appropriate template that demonstrates five-year solvency and includes:

- a. Tenant improvements for facility
- b. Reasonable revenue and expense for before-and-after care
- c. All reasonably anticipated YO expenses and revenue
- d. Appropriate costs for all curricular materials described in the narrative
- e. Staffing that reflects a 1:19 ratio of special education teachers to students with IEPs

iii. From August 2015 through August 2017, by the 30<sup>th</sup> of each month, the School shall submit to OSRI Board meeting agendas, supportive materials used and approved minutes, as aligned to the Open Records Act.

iv. By August 1, 2015, the School shall provide to OSRI a dashboard its Board will use to track its progress toward opening, to include operational and financial metrics, and by July 15, 2016, a dashboard its Board will use to track the academic, operational, financial and cultural health of the School, once open.

#### ELL

i. By July 15, 2016, the school shall provide a revised student schedule that includes an ELD block of no less than 45 minutes, as described in the narrative, in accordance with the Consent Decree.

## Facility

The applicant is currently leasing three buildings in Curtis Park, including the King Trimble Building, which will be the primary classroom space.

## Staff Recommendation(s)

Approve with standard and school-specific conditions

# Banneker Jemison STEM Academy

APPROVE

Charter	NNE	K-5	STEM, Core Knowledge, Critical Literacy	300 Students at capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"><li>The applicant’s mission focuses on providing the educational foundation to empower students to succeed academically &amp; professionally as leaders in their communities and to prepare students for competitive middle school and high schools.</li></ul>			
School Culture & Student Population	<ul style="list-style-type: none"><li>The applicant projects a student population of 70% FRL, 11% SPED, and 27% ELL, which is consistent with the Five Points/ Curtis Park demographics.</li><li>The applicant fosters school culture through three guiding principles: Leadership, Accountability, and Academic Excellence.</li><li>The application provides a number of culture-building activities rooted in African and African-American traditions.</li></ul>			
Community Support & Engagement	<ul style="list-style-type: none"><li>The applicant collected 158 intent to enroll forms (105.3% of Year 1 enrollment) and 8 letters of support.</li><li>The applicant has identified community partnerships, including the National Society of Black Engineers, <b>however letters of support are missing from some proposed partners.</b></li><li>The applicant promotes ongoing parent/guardian engagement through monthly parent meetings, PTA &amp; SAC, and STEM-related events and activities.</li><li>The applicant projects a re-enrollment rate of 95%.</li></ul>			
Leadership	Tunda Asega, Executive Director; Alanna Turner, Academic Director			
Leadership and Staff Structure	<ul style="list-style-type: none"><li>The leadership team consists of an Executive Director, an Academic Director, and a Business Office Manager.</li><li>The ED reports to the Board and is responsible for all operations-related tasks. The ED directly manages the Academic Director.</li><li>The application outlines qualifications for an Academic Director with experience with Core Knowledge, a core component of the school model. <b>However, the proposed Academic Director has not used Core Knowledge previously.</b></li></ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"><li>The Executive Director evaluates the Academic Director quarterly using the CDE State Model Evaluation System for Principals, a standards-based rubric (50% of which includes student growth).</li><li><b>The application does not include a schedule for regular coaching of the Academic Director, or define tools used to monitor and track outcomes of coaching.</b></li></ul>			
Education Program				
Curriculum	<ul style="list-style-type: none"><li>The educational philosophy focuses on ensuring students learn and demonstrate high-level academic, social, and cultural competencies with an emphasis on STEM and critical literacy.</li><li>Curricular units are developed using Understanding by Design backward mapping, CCSS-aligned STEM materials, and Core Knowledge.</li><li><b>There is not a clear plan to support teacher-created lesson planning,</b> outside of Summer Institute.</li><li>The school plans to have a STEM lab in addition to the FOSS/ HMH science curriculum. <b>However, STEM Lab resources or funding (~\$150K) have not been identified. In the budget.</b></li><li>The school day is 7.5 hours long (M-F), and the school year provides 209 instructional days.</li></ul>			

<b>Progress Monitoring and Assessment</b>	<ul style="list-style-type: none"> <li>• Student progress is measured by MAP, DIBELS, CMAS/PARCC, and ACCESS.</li> <li>• All students will have a Student Growth Portfolio, which will contain each student's Individual Growth Plan and assessments.</li> <li>• There are systems to analyze and respond to student data on a weekly basis, analyze interim data on a six-week cycle and provide targeted re-teaching as necessary.</li> </ul>
<b>ELL Instruction</b>	<ul style="list-style-type: none"> <li>• ELD curriculum will be the WIDA-aligned Pearson English Language Learning System.</li> <li>• The narrative of the application indicates ELLs will receive 45-90 minutes of ELD, <b>but the ELD Block is not included in the school schedule.</b></li> <li>• The AD and ED will receive ELA PD. Teachers will be evaluated using the WIDA standards and will also use student portfolios to measure a teacher's effectiveness on teaching ELA Curriculum.</li> <li>• School proposes an ELA-specific report card addendum to help monitor student progress and communicate with parents.</li> </ul>
<b>SPED Instruction and MTSS</b>	<ul style="list-style-type: none"> <li>• The applicant identifies a continuum of services based on the needs of each student's IEP, including push-in and pull-out models.</li> <li>• The application states that there will be one SPED teacher for every 19 students with disabilities, <b>however it is not clear how many special educators are accounted for in the budget.</b></li> <li>• The application includes a tiered RtI plan and plans to use the MTSS model from CDE.</li> <li>• The applicant's discipline plan includes systems to guard against disproportionality.</li> </ul>
<b>Gifted/ Talented</b>	<ul style="list-style-type: none"> <li>• The applicant provides GT staff and a plan to identify and serve GT students.</li> </ul>
<b>Teaching</b>	
<b>Teacher Coaching and Evaluation</b>	<ul style="list-style-type: none"> <li>• Teachers receive informal observations weekly and formal observations quarterly by the Academic Director.</li> <li>• Teachers are evaluated on the Colorado State Model Evaluation System, 50% of which is based on student growth.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• The applicant's year-round professional development plan includes a four week summer institute, 150 hours of on-site PD through an early release Wednesday schedule, and ongoing peer coaching.</li> <li>• PD is evaluated using Teacher and Leadership Team feedback. The application states all staff members will be responsible for submitting a PD evaluation.</li> </ul>
<b>Governance</b>	
<b>Board Capacity and Oversight</b>	<ul style="list-style-type: none"> <li>• Board members have multiple years of experience in legal and science-related fields.</li> <li>• The application includes the roles and responsibilities for the SAC.</li> <li>• Per the narrative, the Board monitors academic, student, and financial data monthly, <b>although Board members were unable to articulate specific metrics or benchmarks in the interview.</b></li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• <b>The school's solvency is largely dependent on a low cost rental agreement for which a letter from the landlord or lease agreement was not provided.</b></li> <li>• <b>The submitted budget contains errors and omissions.</b></li> <li>• <b>In the interview, the Board could not answer general or specific questions regarding finances; the ED declined to answer specific budget questions.</b></li> </ul>

Governance Type: <b>CHARTER</b>	Region: TBD	Grade Levels: 6-8 (4) Grade Levels: 9-12 (4)	Model: Humanities (2 MS, 2 HS) STEM (2 MS, 2 HS)	440 (MS), 500 (HS) students at capacity
------------------------------------	-------------	---	--	--

## Quality Finding

- Preponderance of evidence demonstrates applicant has met expectations on the School Quality Framework rubric regarding culture, teaching, leadership, education program and governance.

## Conditions

**Standard conditions apply.**

### School-Specific Conditions

- Once locations are identified, the school shall submit a program supplement that a) details any program changes that will be made to meet the needs of the targeted student population, and b) provides evidence of demand for the program among families in the identified area.
- For the humanities focused schools: By June 1, 2017, the school shall provide a course catalog for the humanities-focused program.

## Facility

- TBD
- The District notes this applicant's interest in serving as a turnaround provider.

## Staff Recommendation(s)

Approve with standard and school-specific conditions



DSST MS: Humanities-focus				APPROVE
CHARTER	REGION TBD	Grade levels: 6-8 (2)	MODEL: humanities-focused College Prep	440 students at capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"> <li>The applicant’s mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21<sup>st</sup> century.</li> </ul>			
School Culture & Targeted Student Population	<ul style="list-style-type: none"> <li>NOTE: Because the applicant has not identified a target location, all demographic targets are based on DSST network averages, not specific communities.</li> <li>The applicant projects a student population of 65% FRL, 6% SPED, and 18% ELL.</li> <li>The applicant fosters school culture through six values– respect, responsibility, courage, curiosity, integrity, doing your best-- and by evaluating staff on values, by holding daily morning meetings, and through a dedication to academic rigor.</li> <li>The applicant supplies a number of specific strategies to recruit the school’s targeted student population, including attending regional and city-wide expos, holding open houses and shadow days, sending mailers, door knocking campaigns, making presentations at local elementary schools. Recruitment is directed by the Home Office.</li> <li>The application does not include a goal for re-enrollment.</li> </ul>			
Community Support & Engagement	<ul style="list-style-type: none"> <li>The applicant provides waitlists for all campuses as evidence of intent to enroll (over 1,600 to date) and supplies over 250 letters of support.</li> <li>The applicant has identified partnerships with local colleges and universities (CU-Denver, CU-Boulder, UD) and businesses and institutions such as the Denver Zoo and Denver Museum of Nature and Science.</li> <li>The applicant promotes ongoing parent/guardian engagement through monthly Science and Tech Partners meetings, community building projects, and School Accountability Committees.</li> </ul>			
Leadership	School Leader TBD			
Leadership and Staff Structure	<ul style="list-style-type: none"> <li>NOTE: No school leaders have been identified for these campuses. The following are Home Office leaders.</li> <li>The leadership team consists of Bill Kurtz (CEO), Christine Nelson (Chief of Staff), Rochelle Van Dijk (Chief of Schools), Stefan McVoy (Director of Schools), Nicole Fulbright (Director of Curriculum and Assessment), Scott Walker (Chief Operating Officer), Coreen Miller (Director of Finance), and Jacob Roddy (Director of Operations).</li> <li>The application describes a recruitment and selection process as well as a timeline for identifying a school leader for these campuses.</li> </ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"> <li>The School Director receives weekly coaching and feedback from the Chief of Schools.</li> <li>The Chief of Schools and school staff evaluate the Principal twice yearly using a standards-based rubric (50% of which includes student growth).</li> </ul>			

Education Program	DSST MS: Humanities-focus– charter
Curriculum	<p><b>HUMANTIES:</b></p> <ul style="list-style-type: none"> <li>The educational philosophy focuses on social sciences and preparing students to be civic leaders in the 21<sup>st</sup> century.</li> <li>Curricular units are developed using CCSS, CAS, and Common Core State Standards for Literacy in History and Social Studies.</li> <li>The application lacks clarity on how the social science focus will be implemented from a curricular perspective and how it intersects with graduation requirements.</li> <li>The school day is 7 hours long; the school year provides 167.5 (MS) and 168.5 (HS) instructional days, respectively.</li> </ul>
Progress Monitoring and Assessment	<ul style="list-style-type: none"> <li>Student progress is measured by NWEA MAP assessments (3x yearly), network-wide Interim Assessments (quarterly), CMAS/PARCC, and ACCESS.</li> <li>There are systems to analyze and respond to student data on a weekly basis, analyze interim data on a six-week cycle and provide targeted re-teaching as necessary. Network leaders, school leaders, and teachers monitor data and discuss trends at biweekly data meetings. Grade level teams meet weekly to discuss student data and monitor progress.</li> </ul>
ELL Instruction	<ul style="list-style-type: none"> <li>The applicant’s ELL plan meets DPS criteria, including the process for identifying, involving parents/guardians, progress monitoring and exiting/re-designation, providing teacher and administrator PD, offers at least a 45-minute ELD Block using research-based curriculum Inside National Geographic for its ELL students.</li> </ul>
SPED Instruction and MTSS	<ul style="list-style-type: none"> <li>The applicant identifies a continuum of services based on the needs of each student’s IEP, including push-in and pull-out models.</li> <li>The applicant identifies one SPED teacher for every 15 students with disabilities.</li> <li>The applicant describes detailed strategies to support students in Tiers I,II, and III, including tiered interventions such as intervention classes, mandatory tutoring, College Prep homework help, and one-on-one tutoring with SPED teacher.</li> <li>The applicant’s discipline plan includes systems to guard against disproportionality, including a three-step process for identifying and addressing disproportionality and example s of how this process has worked in the past.</li> </ul>
Gifted/ Talented	<ul style="list-style-type: none"> <li>The applicant provides G/T staff and a plan to identify and serve G/T students.</li> </ul>
Teaching	
Teacher Coaching and Evaluation	<ul style="list-style-type: none"> <li>Teachers receive informal observations twice per year and formal observations twice per year by the School Directors and Directors of Curriculum and instruction.</li> <li>Teachers are evaluated on DSST Core Instructional Practices rubric, 50% of which is based on student growth.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>A year-round professional development plan is provided and includes establishing Professional Learning Communities, partnering with community organizations, and ELA training.</li> <li>PD is evaluated by survey metrics, academic data, and classroom observations by Directors of Curriculum and Instruction.</li> </ul>
Governance	
Board Capacity and Oversight	<ul style="list-style-type: none"> <li>Board members have multiple years experience in charter school management, finance, and non-profit management.</li> <li>The Board monitors academic, student, and financial data monthly, through reports detailing common assessment data, performance trends and successes/failures; SAC meetings; regular financial reviews.</li> </ul>
Budget	<ul style="list-style-type: none"> <li>The applicant’s budget balances and includes reasonable revenue and expense assumptions and start-up costs. If schools are approved, the applicant plans to continue partnerships with private funders and seek out new funders.</li> </ul>

CHARTER	REGION TBD	Grade Levels: 6-8 (2)	MODEL: STEM College Prep	440 students at capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"> <li>The applicant's mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21<sup>st</sup> century.</li> </ul>			
School Culture & Targeted Student Population	<ul style="list-style-type: none"> <li>NOTE: Because the applicant has not identified a target location, all demographic targets are based on DSST network averages, not specific communities.</li> <li>The applicant projects a student population of 65% FRL, 6% SPED, and 18% ELL.</li> <li>The applicant fosters school culture through six values— respect, responsibility, courage, curiosity, integrity, doing your best-- and by evaluating staff on values, by holding daily morning meetings, and through a dedication to academic rigor.</li> <li>The applicant supplies a number of specific strategies to recruit the school's targeted student population, including attending regional and city-wide expos, holding open houses and shadow days, sending mailers, door knocking campaigns, making presentations at local elementary schools. Recruitment is directed by the Home Office.</li> <li>The application does not include a goal for re-enrollment.</li> </ul>			
Community Support & Engagement	<ul style="list-style-type: none"> <li>The applicant provides waitlists for all campuses as evidence of intent to enroll (over 1,600 to date) and supplies over 250 letters of support.</li> <li>The applicant has identified partnerships with local colleges and universities (CU-Denver, CU-Boulder, UD) and businesses and institutions such as the Denver Zoo and Denver Museum of Nature and Science.</li> <li>The applicant promotes ongoing parent/guardian engagement through monthly Science and Tech Partners meetings, community building projects, and School Accountability Committees.</li> </ul>			
Leadership	School Leader TBD			
Leadership and Staff Structure	<ul style="list-style-type: none"> <li>NOTE: No school leaders have been identified for these campuses. The following are Home Office leaders.</li> <li>The leadership team consists of Bill Kurtz (CEO), Christine Nelson (Chief of Staff), Rochelle Van Dijk (Chief of Schools), Stefan McVoy (Director of Schools), Nicole Fulbright (Director of Curriculum and Assessment), Scott Walker (Chief Operating Officer), Coreen Miller (Director of Finance), and Jacob Roddy (Director of Operations).</li> <li>The application describes a recruitment and selection process as well as a timeline for identifying a school leader for these campuses.</li> </ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"> <li>The School Director receives weekly coaching and feedback from the Chief of Schools.</li> <li>The Chief of Schools and school staff evaluates the Principal twice yearly using a standards-based rubric (50% of which includes student growth).</li> </ul>			

Education Program	DSST MS: STEM-focus– charter
<b>Curriculum</b>	<b>STEM:</b> <ul style="list-style-type: none"> <li>• The educational philosophy focuses on STEM and college readiness.</li> <li>• Curricular units are developed using CCSS, CAS, and Next Generation Science Standards.</li> <li>• Cross-Campus Collaboration (C3) teams meet quarterly to develop and calibrate curriculum across the network.</li> <li>• The school day is 7 hours long; the school year provides 167.5 (MS) and 168.5 (HS) instructional days, respectively.</li> </ul>
<b>Progress Monitoring and Assessment</b>	<ul style="list-style-type: none"> <li>• Student progress is measured by MAP (3x yearly), network-wide IAs (quarterly), CMAS/PARCC, and ACCESS.</li> <li>• There are systems to analyze and respond to student data on a weekly basis, analyze interim data on a six-week cycle and provide targeted re-teaching as necessary. Network leaders, school leaders, and teachers monitor data and discuss trends at biweekly data meetings. Grade level teams meet weekly to discuss student data and monitor progress.</li> </ul>
<b>ELL Instruction</b>	<ul style="list-style-type: none"> <li>• The applicant’s ELL plan meets DPS criteria, including the process for identifying, involving parents/guardians, progress monitoring and exiting/re-designation, providing teacher and administrator PD, offers at least a 45-minute ELD Block using research-based curriculum Inside National Geographic for its ELL students.</li> </ul>
<b>SPED Instruction and MTSS</b>	<ul style="list-style-type: none"> <li>• The applicant identifies a continuum of services based on the needs of each student’s IEP, including push-in and pull-out models.</li> <li>• The applicant identifies one SPED teacher for every 15 students with disabilities.</li> <li>• The applicant describes detailed strategies to support students in Tiers I,II and III, including tiered interventions such as intervention classes, mandatory tutoring, College Prep homework help, and one-on-one tutoring with SPED teacher.</li> <li>• The applicant’s discipline plan includes systems to guard against disproportionality, including a three-step process for identifying and addressing disproportionality and example s of how this process has worked in the past.</li> </ul>
<b>Gifted/ Talented</b>	<ul style="list-style-type: none"> <li>• The applicant provides G/T staff and a plan to identify and serve G/T students.</li> </ul>
<b>Teaching</b>	
<b>Teacher Coaching and Evaluation</b>	<ul style="list-style-type: none"> <li>• Teachers receive informal observations twice per year and formal observations twice per year by the School Directors and Directors of Curriculum and instruction.</li> <li>• Teachers are evaluated on DSST Core Instructional Practices rubric, 50% of which is based on student growth.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• A year-round professional development plan is provided and includes establishing Professional Learning Communities, partnering with community organizations, and ELA training.</li> <li>• PD is evaluated by survey metrics, classroom observations by Directors of Curriculum and Ins, and academic data.</li> </ul>
<b>Governance</b>	
<b>Board Capacity and Oversight</b>	<ul style="list-style-type: none"> <li>• Board members have multiple years experience in charter school management, finance, and non-profit management.</li> <li>• The Board monitors academic, student, and financial data monthly, through reports detailing common assessment data, performance trends and successes/failures; SAC meetings; regular financial reviews.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• The applicant’s budget balances and includes reasonable revenue and expense assumptions and start-up costs. If schools are approved, the applicant plans to continue partnerships with private funders and seek out new funders.</li> </ul>

CHARTER	REGION TBD	Grade levels: 9-12 (2)	MODEL: Humanities-focused College Prep	500 students at capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"> <li>The applicant’s mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21<sup>st</sup> century.</li> </ul>			
School Culture & Targeted Student Population	<ul style="list-style-type: none"> <li>NOTE: Because the applicant has not identified a target location, all demographic targets are based on DSST network averages, not specific communities.</li> <li>The applicant projects a student population of 65% FRL, 6% SPED, and 18% ELL.</li> <li>The applicant fosters school culture through six values– respect, responsibility, courage, curiosity, integrity, doing your best-- and by evaluating staff on values, by holding daily morning meetings, and through a dedication to academic rigor.</li> <li>The applicant supplies a number of specific strategies to recruit the school’s targeted student population, including attending regional and city-wide expos, holding open houses and shadow days, sending mailers, door knocking campaigns, making presentations at local elementary schools. Recruitment is directed by the Home Office.</li> <li>The application does not include a goal for re-enrollment.</li> </ul>			
Community Support & Engagement	<ul style="list-style-type: none"> <li>The applicant provides waitlists for all campuses as evidence of intent to enroll (over 1,600 to date) and supplies over 250 letters of support.</li> <li>The applicant has identified partnerships with local colleges and universities (CU-Denver, CU-Boulder, UD) and businesses and institutions such as the Denver Zoo and Denver Museum of Nature and Science.</li> <li>The applicant promotes ongoing parent/guardian engagement through monthly Science and Tech Partners meetings, community building projects, and School Accountability Committees.</li> </ul>			
Leadership	School Leader TBD			
Leadership and Staff Structure	<ul style="list-style-type: none"> <li>NOTE: No school leaders have been identified for these campuses. The following are Home Office leaders.</li> <li>The leadership team consists of Bill Kurtz (CEO), Christine Nelson (Chief of Staff), Rochelle Van Dijk (Chief of Schools), Stefan McVoy (Director of Schools), Nicole Fulbright (Director of Curriculum and Assessment), Scott Walker (Chief Operating Officer), Coreen Miller (Director of Finance), and Jacob Roddy (Director of Operations).</li> <li>The application describes a recruitment and selection process as well as a timeline for identifying a school leader for these campuses.</li> </ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"> <li>The School Director receives weekly coaching and feedback from the Chief of Schools.</li> <li>The Chief of Schools and school staff evaluates the Principal twice yearly using a standards-based rubric (50% of which includes student growth).</li> </ul>			

Education Program	DSST HS: Humanities-focus– charter
Curriculum	<p><b>HUMANTIES:</b></p> <ul style="list-style-type: none"> <li>The educational philosophy focuses on social sciences and preparing students to be civic leaders in the 21<sup>st</sup> century.</li> <li>Curricular units are developed using CCSS, CAS, and Common Core State Standards for Literacy in History and Social Studies.</li> <li>The application lacks clarity on how the social science focus will be implemented from a curricular perspective and how it intersects with graduation requirements.</li> <li>The school day is 7 hours long; the school year provides 167.5 (MS) and 168.5 (HS) instructional days, respectively.</li> </ul>
Progress Monitoring and Assessment	<ul style="list-style-type: none"> <li>Student progress is measured by NWEA MAP Assessments (3x yearly), network-wide Interim Assessments (quarterly), CMAS/PARCC, and ACCESS.</li> <li>There are systems to analyze and respond to student data on a weekly basis, analyze interim data on a six-week cycle and provide targeted re-teaching as necessary. Network leaders, school leaders, and teachers monitor data and discuss trends at biweekly data meetings. Grade level teams meet weekly to discuss student data and monitor progress.</li> </ul>
ELL Instruction	<ul style="list-style-type: none"> <li>The applicant’s ELL plan meets DPS criteria, including the process for identifying, involving parents/guardians, progress monitoring and exiting/re-designation, providing teacher and administrator PD, offers at least a 45-minute ELD Block using research-based curriculum Inside National Geographic for its ELL students.</li> </ul>
SPED Instruction and MTSS	<ul style="list-style-type: none"> <li>The applicant identifies a continuum of services based on the needs of each student’s IEP, including push-in and pull-out models.</li> <li>The applicant identifies one SPED teacher for every 15 students with disabilities.</li> <li>The applicant describes detailed strategies to support students in Tiers I,II, and III, including tiered interventions such as intervention classes, mandatory tutoring, College Prep homework help, one-on-one tutoring with SPED teacher, etc.</li> <li>The applicant’s discipline plan includes systems to guard against disproportionality, including a three-step process for identifying and addressing disproportionality and example s of how this process has worked in the past.</li> </ul>
Gifted/ Talented	<ul style="list-style-type: none"> <li>The applicant provides G/T staff and a plan to identify and serve G/T students.</li> </ul>
Teaching	
Teacher Coaching and Evaluation	<ul style="list-style-type: none"> <li>Teachers receive informal observations twice per year and formal observations twice per year by the School Directors and Directors of Curriculum and instruction.</li> <li>Teachers are evaluated on DSST Core Instructional Practices rubric, 50% of which is based on student growth.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>A year-round professional development plan is provided and includes establishing Professional Learning Communities, partnering with community organizations, and ELA training.</li> <li>PD is evaluated by survey metrics, academic data, and classroom observations by Directors of Curriculum and Instruction.</li> </ul>
Governance	
Board Capacity and Oversight	<ul style="list-style-type: none"> <li>Board members have multiple years experience in charter school management, finance, and non-profit management.</li> <li>The Board monitors academic, student, and financial data monthly, through reports detailing common assessment data, performance trends and successes/failures; SAC meetings; regular financial reviews.</li> </ul>
Budget	<ul style="list-style-type: none"> <li>The applicant’s budget balances and includes reasonable revenue and expense assumptions and start-up costs. If schools are approved, the applicant plans to continue partnerships with private funders and seek out new funders.</li> </ul>

CHARTER	REGION TBD	Grade Levels: 9-12 (2)	MODEL: STEM College Prep	500 students at capacity
Culture				
Mission / Vision	<ul style="list-style-type: none"> <li>The applicant's mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21<sup>st</sup> century.</li> </ul>			
School Culture & Targeted Student Population	<ul style="list-style-type: none"> <li>NOTE: Because the applicant has not identified a target location, all demographic targets are based on DSST network averages, not specific communities.</li> <li>The applicant projects a student population of 65% FRL, 6% SPED, and 18% ELL.</li> <li>The applicant fosters school culture through six values– respect, responsibility, courage, curiosity, integrity, doing your best-- and by evaluating staff on values, by holding daily morning meetings, and through a dedication to academic rigor.</li> <li>The applicant supplies a number of specific strategies to recruit the school's targeted student population, including attending regional and city-wide expos, holding open houses and shadow days, sending mailers, door knocking campaigns, making presentations at local elementary schools. Recruitment is directed by the Home Office.</li> <li>The application does not include a goal for re-enrollment.</li> </ul>			
Community Support & Engagement	<ul style="list-style-type: none"> <li>The applicant provides waitlists for all campuses as evidence of intent to enroll (over 1,600 to date) and supplies over 250 letters of support.</li> <li>The applicant has identified partnerships with local colleges and universities (CU-Denver, CU-Boulder, UD) and businesses and institutions such as the Denver Zoo and Denver Museum of Nature and Science.</li> <li>The applicant promotes ongoing parent/guardian engagement through monthly Science and Tech Partners meetings, community building projects, and School Accountability Committees.</li> </ul>			
Leadership	School Leader TBD			
Leadership and Staff Structure	<ul style="list-style-type: none"> <li>NOTE: No school leaders have been identified for these campuses. The following are Home Office leaders.</li> <li>The leadership team consists of Bill Kurtz (CEO), Christine Nelson (Chief of Staff), Rochelle Van Dijk (Chief of Schools), Stefan McVoy (Director of Schools), Nicole Fulbright (Director of Curriculum and Assessment), Scott Walker (Chief Operating Officer), Coreen Miller (Director of Finance), and Jacob Roddy (Director of Operations).</li> <li>The application describes a recruitment and selection process as well as a timeline for identifying a school leader for these campuses.</li> </ul>			
Leadership Coaching and Evaluation	<ul style="list-style-type: none"> <li>The School Director receives weekly coaching and feedback from the Chief of Schools.</li> <li>The Chief of Schools and school staff evaluates the Principal twice yearly using a standards-based rubric (50% of which includes student growth).</li> </ul>			

Education Program	
<b>Curriculum</b>	<b>STEM:</b> <ul style="list-style-type: none"> <li>The educational philosophy focuses on STEM and college readiness.</li> <li>Curricular units are developed using CCSS, CAS, and Next Generation Science Standards.</li> <li>Cross-Campus Collaboration (C3) teams meet quarterly to develop and calibrate curriculum across the network.</li> <li>The school day is 7 hours long; the school year provides 167.5 (MS) and 168.5 (HS) instructional days, respectively.</li> </ul>
<b>Progress Monitoring and Assessment</b>	<ul style="list-style-type: none"> <li>Student progress is measured by NWEA MAP Assessments (3x yearly), network-wide Interim Assessments (quarterly), CMAS/PARCC, and ACCESS.</li> <li>There are systems to analyze and respond to student data on a weekly basis, analyze interim data on a six-week cycle and provide targeted re-teaching as necessary. Network leaders, school leaders, and teachers monitor data and discuss trends at biweekly data meetings. Grade level teams meet weekly to discuss student data and monitor progress.</li> </ul>
<b>ELL Instruction</b>	<ul style="list-style-type: none"> <li>The applicant's ELL plan meets DPS criteria, including the process for identifying, involving parents/guardians, progress monitoring and exiting/re-designation, providing teacher and administrator PD, offers at least a 45-minute ELD Block using research-based curriculum Inside National Geographic for its ELL students.</li> </ul>
<b>SPED Instruction and MTSS</b>	<ul style="list-style-type: none"> <li>The applicant identifies a continuum of services based on the needs of each student's IEP, including push-in and pull-out models.</li> <li>The applicant identifies one SPED teacher for every 15 students with disabilities.</li> <li>The applicant describes detailed strategies to support students in Tiers I,II, and III, including tiered interventions such as intervention classes, mandatory tutoring, College Prep homework help, and one-on-one tutoring with SPED teacher.</li> <li>The applicant's discipline plan includes systems to guard against disproportionality, including a three-step process for identifying and addressing disproportionality and example s of how this process has worked in the past.</li> </ul>
<b>Gifted/ Talented</b>	<ul style="list-style-type: none"> <li>The applicant provides G/T staff and a plan to identify and serve G/T students.</li> </ul>
<b>Teaching</b>	
<b>Teacher Coaching and Evaluation</b>	<ul style="list-style-type: none"> <li>Teachers receive informal observations twice per year and formal observations twice per year by the School Directors and Directors of Curriculum and instruction.</li> <li>Teachers are evaluated on DSST Core Instructional Practices rubric, 50% of which is based on student growth.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>A year-round professional development plan is provided and includes establishing Professional Learning Communities, partnering with community organizations, and ELA training.</li> <li>PD is evaluated by survey metrics, academic data, and classroom observations by Directors of Curriculum and Instruction.</li> </ul>
<b>Governance</b>	
<b>Board Capacity and Oversight</b>	<ul style="list-style-type: none"> <li>Board members have multiple years experience in charter school management, finance, and non-profit management.</li> <li>The Board monitors academic, student, and financial data monthly, through reports detailing common assessment data, performance trends and successes/failures; SAC meetings; regular financial reviews.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>The applicant's budget balances and includes reasonable revenue and expense assumptions and start-up costs. If schools are approved, the applicant plans to continue partnerships with private funders and seek out new funders.</li> </ul>



# Appendices



# Appendix A: Alignment with Board Policy

Board Policy AF (Charter Quality Authorizing)	Evidence of Alignment
Includes clear application questions and guidance	<p>As part of its standard process, DPS provides application guides for new charters, replicating charters and new district-run applicants. These materials were released in January 2015. Additional guidance was substantive and included:</p> <ul style="list-style-type: none"> <li>• In December 2014, DPS released the “Call for New Quality Schools,” which described needs identified by DPS and provided a toolkit of information to support applicants.</li> <li>• DPS hosted a series of free, face-to-face workshops on budget and finance, ELA and SPED.</li> <li>• DPS staff corresponded directly with interested applicants over several months leading up to the application deadline.</li> </ul>
Follows fair, transparent procedures and rigorous criteria	<p>As part of its standard process, DPS makes the rubrics it uses to evaluate proposals public. In 2015, these documents were released in January. Procedures were further articulated through:</p> <ul style="list-style-type: none"> <li>• A timeline documenting each key step of the process; and</li> <li>• An online tutorial that walked interested parties through the application process.</li> </ul>
Engages parents/guardians and external experts in the review of applications	<p>As mentioned, the standard process in DPS includes the convening of Application Review Teams, which include parents/guardians and external experts.</p>

# Appendix B: Alignment with State Statute & Rules

State Statute (22-30.5-107, Charter Schools Act) or Related State Rule	Evidence of Alignment
Districts must accept applications annually and may not impose an application fee.	DPS releases a Call for New Quality Schools annually, through which it establishes a process and timeline for accepting applications for new schools. In 2015, DPS accepted 13 applications on March 20. No fees were charged.
Districts must provide applicants who submit incomplete materials the opportunity to provide them.	As a standard part of its process, DPS reviews each proposal as it is delivered, confirms completeness or provides a sufficient window in which missing material may be submitted.
Districts must convene committees to review applications. In the context of charter schools, committees much include a parent/guardian and a person with charter expertise.	As a standard part of its process, DPS organizes Application Review Teams of 10-12 people to evaluate each application. Teams consist of parents/guardians, external experts and internal experts and include individuals with experience in community engagement, school leadership, curriculum, instruction, assessment, ELA, SPED, HR, Finance and Governance. In the case of charter applications, the team includes a charter expert.
The school Board must host community meetings to secure community feedback on applications.	As a standard part of its process, DPS, on behalf of the Board, hosts community meetings in each region during the Call season. In April and May, DPS held regional community meetings, during which community members provided feedback on proposed program.
Rule 3.03 (D) (2) Application review should include a substantive in-person interview with the applicant group	As a standard part of its process, DPS conducts in-person interviews. Between April 27 and May 4, DPS conducted interviews with each applicant group, using substantive lines of questioning developed in collaboration with Application Review Teams.
Rule 3.03 (A) (1-5) Districts should release an information packet or RFP	DPS releases a Call for New Quality Schools annually. The 2015 Call was released in December 2014.

# Appendix C: Text of Standard Conditions for Charters

## Enrollment:

- By the end of the first round of unified SchoolChoice on or about **February 28, 2016** the School shall have and maintain enrollment at the greater of the following two levels: 60% of its projected enrollment or 75 funded students; and
- By **May 15, 2016**, the School shall have and maintain enrollment at the greater of the following two levels: 80% of its projected enrollment or 100 funded students.

## Facility:

- The School shall be located in the XX region as identified by the School in the application;
- While the District shall offer support to the School in identifying a District facility if such a facility is available and should the School meet standard criteria for facility allocation (e.g., previous academic performance, strong enrollment demand and alignment with the SRA), the School shall also engage in a search for a private facility if needed;
- Shared campus condition – If located in District facilities, the School shall be subject to the District's standard Shared Campuses Policy FN;
- Non shared campus conditions – If the District is unable to offer a District facility for the School, then the School has the responsibility of and must secure its own facility. If not located in District facilities, the School shall be subject to the following conditions:
  - By **October 30, 2015**, or a date otherwise agreed to by the District, the School shall provide a short-list of probable, financially viable facility location(s) for the School that are acceptable to the District; and
  - By **January 31, 2016**, or a date otherwise agreed to by the District in writing, the School shall provide evidence in writing that it has secured a financially viable location for the School that is acceptable to the District. In the event that the secured facility costs more than what was originally estimated in the application, the School shall also submit a revised budget acceptable to the District by **January 31, 2016**.

## Governance:

- In the year prior to opening, the School shall meet all required budget and governance submission deadlines which shall be provided to the School in the form of a draft contract document.
- ***If the school is part of a network, MSO or CMO:*** The provider's existing campus(es) at the same grade configuration shall continue to meet or exceed performance expectations.

## Leadership:

- In order to open in the fall of 2016, the School agrees to have and maintain a full-time founding school leader/principal during the **nine months preceding** the School's opening. Ensuring a school leader in place during the School's pre-opening year is critical to the successful start-up of the School.
- **Budget:**
- On **October 20<sup>th</sup>, 2015**, **January 20<sup>th</sup>, 2016**, **April 20<sup>th</sup>, 2016**, and **July 31<sup>st</sup>, 2016**, the School shall provide to the District quarterly budgets that include budget to actuals and the CDE chart of account level detail (program, object, job classification, project) for all funds, that are satisfactory to the District.

## ELL:

- The School shall participate in the DPS Charter ELA Teacher Training Channel and shall ensure that all teachers are ELA Qualified or on-track to becoming ELA Qualified within two years of hire.

# Appendix D: Student Board of Education Feedback

DPS engaged the Student Board of Education to provide feedback on the new school applications. The Board developed specific considerations and then shared strengths and weaknesses of the applications with DPS staff members.

## Student Board of Education Members / Application Reviewers

<b>Elesa Vigil</b>	North High School
<b>Jack Virnich</b>	Denver Center for International Studies
<b>Brayan Montes</b>	John F. Kennedy High School
<b>Thinh Alan Nguyen</b>	John F. Kennedy High School
<b>Ethan Olree</b>	South High School
<b>Bruno Armas</b>	South High School
<b>Tay Anderson</b>	Manual High School/PREP Academy

## Student Board Considerations For New Schools

**The DPS Student Board of Education applied the following guiding considerations to each application:**

- The Student Board of Education desires to see student leadership and opportunities for student voice in school decision-making practices for all new and existing schools.
- Additionally, the Student Board of Education desires to see schools that use a curriculum that is challenging, engaging, and that gives students opportunities to be creative.
- Finally, the Student Board of Education believes that new school applicants should actively involve students in the design and start-up of new schools.

NEW SCHOOL APPLICANT	STUDENT BOARD INPUT
Banneker Jemison STEM Academy	<ul style="list-style-type: none"> <li>Likes <ul style="list-style-type: none"> <li>We like that teachers receive weekly classroom observations.</li> </ul> </li> <li>Concerns <ul style="list-style-type: none"> <li>We don't think it's clear how the school plans to provide for a large population of FRL students and have a focus on highly demanding courses.</li> <li>We don't like that there is such a large focus on STEM at the elementary level; we believe elementary schools should not have too much focus on one aspect and should focus on many subjects.</li> </ul> </li> <li>Wonderings <ul style="list-style-type: none"> <li>We wonder how this school differs from other STEM schools.</li> </ul> </li> </ul>
Denver Dual Language Academy	Application Withdrawn
Downtown Denver Expeditionary Middle School	<ul style="list-style-type: none"> <li>Likes <ul style="list-style-type: none"> <li>We like the fieldwork aspect and the rigor of the projects.</li> <li>We like the continuation of the elementary school into the middle school.</li> <li>We like the family friendly approach and the downtown location.</li> <li>We like that the community has shown interest in the school.</li> </ul> </li> <li>Concerns <ul style="list-style-type: none"> <li>We are concerned with the safety of the students in downtown Denver.</li> <li>We are concerned with how very few people with children live in downtown Denver and wonder how this will affect enrollment.</li> </ul> </li> </ul>
DSST STEM and Social Sciences Middle Schools and High Schools	<ul style="list-style-type: none"> <li>Likes <ul style="list-style-type: none"> <li>We like the college preparatory model.</li> <li>We like that the schools aim to close the achievement gap.</li> <li>We like the goal of great schools in every neighborhood, however we wonder how this goal will be achieved.</li> </ul> </li> <li>Concerns <ul style="list-style-type: none"> <li>We dislike how DSST is expanding in such a rapid way; this feels overbearing.</li> </ul> </li> <li>Wonderings: <ul style="list-style-type: none"> <li>We wonder why DSST is choosing to open so many schools.</li> <li>We wonder how the culture will be sustained across schools.</li> <li>We wonder if DSST could do a trial run of the Social Sciences at an existing campus as opposed to opening a new school with the social science focus.</li> </ul> </li> </ul>

NEW SCHOOL APPLICANT	STUDENT BOARD INPUT
Karasi Preparatory	Application Withdrawn
Lycee International de Denver	Application Withdrawn
REVO Learning	Application Withdrawn
University Preparatory School	<ul style="list-style-type: none"> <li>• Likes: <ul style="list-style-type: none"> <li>• We like that the mission is strong and has a great plan to see it through.</li> <li>• We like how the school’s goals and focuses are very specific.</li> <li>• We like how the goal is to help students grow to become college ready.</li> </ul> </li> <li>• Concerns: <ul style="list-style-type: none"> <li>• We dislike how the school plans to keep the same enrollment of students from day one.</li> <li>• We dislike how the school leader has not been identified yet.</li> </ul> </li> <li>• Wonderings: <ul style="list-style-type: none"> <li>• We wonder how diverse the school will be.</li> </ul> </li> </ul>

# Appendix E: Process Improvements 2015 & Moving Forward

## Improvements in 2015 Cycle

1. Created greater specificity in defining the Call's priority needs by neighborhoods, rather than broad neighborhoods.
2. Restructured rubric to make criteria more clear to applicants and reviewers.
3. Increased transparency about community feedback by making all meeting notes available online.

## Improvements Moving Forward

1. Strengthen efforts to identify and attract a pipeline of potential providers to meet identified or emerging needs.
2. Consider development of a "Year double-zero" support program.
3. Other needs identified through applicant surveys and other feedback channels.