DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE

April 17, 2017
5:00 – 7:30 PM
Nutrition Sciences Conference Room
of Education Service Center 3

A G E N D A

5:00 – 6:00  Roundtable Discussion, DSST Review
(Mackenzie Stauffer, Charter Coordinator)

6:00 – 6:45  Denver School of Science and Technology presentation
(DSST Staff)

6:45 – 7:30  Q&A
I. Call to order:
Lori Stack called to order the regular meeting of the District Accountability Advisory Committee at 5:00 pm on Monday, April 17th in the Nutrition Conference Room (Educational Services Center #3)

II. Roll Call
The following individuals were present: Lori Stack, Ella Hart, Billie Day, Cathy Wildman (BOE Liaison) Dan Wright, Jeanette Carmany, Jane Barber, John Lyons, and DJ Loerzel. David Roll, Principal at William Smith High School, attended as an observer of the Presentation process.
Speaker(s):
- Mackenzie Stauffer, Charter Coordinator
- Bill Kurtz, CEO—speaker
- DSST Parent—speaker, Mohammed Barasso
- Christine Nelson, Chief of Staff
- Andrea Altman, Project Manager
- Monica Acosta, Manager of Advocacy
- Nicholas Martinez, Advocacy Coordinator
- Ariel Smith, Advocacy Coordinator
- Scott Walker, COO—tentative
- Susan Barrett, Senior Manager of Curriculum and Assessment—tentative

III. Welcome and Introductions
Lori introduced the agenda and speakers for the evening and announced the departure of member, Cassie Harrelson (due to leaving her position with the district and living out outside of the district).

IV. DAAC Roundtable Discussion
What was the origin of the rubric used to review the application? Mackenzie spoke to maintaining consistency and using the form from the previous year. Rubric may be updated next year.

Because Cassie was not able to complete the sections she was assigned, other members will look at sections D and G for feedback to Mackenzie by next Wednesday, April 26.

Mackenzie reiterated the need to capture the discussion and questions from the DAAC and her role to listen and gather information.
Initial reactions:

- Reviewed how to search online applications for particular terms like “Conflict of Interest”

- Looking at providing for the needs of special education students, do they have the capability of providing things such as lifts, toileting, g-tubes, etc.? Are students “Counseled out” of the school if their needs can’t be met? How long are they obligated to service these students (until age 21)?

- All students are said to graduate and be accepted to college. What are the rates of college graduation?

Mackenzie discussed ways we might be able to review more easily the applications (rather than in large binders). Charter Tools is a possible program that allows schools to submit into electronic files that can be accessed and printed by section.

- What is the promotion policy for students with special needs? They don’t give “D”s or “F”s, but provide remediation for students who do not get an A, B, or C grade. Students are then required to attend after-school tutoring. What happens if the student is not successful after tutoring?

Mackenzie asked, “What are the questions we want to ask the student and the parent? It is important because they will not be at our other interview. We have the ability to consider other things and the community needs.”

- What made the parent select this school? Overall satisfaction? Pros and Cons? What do you like the most and what do you like the least? If your best friend was looking for a new school would you recommend this school and why? If your friend was struggling…or why would you recommend it?

- Is the number of waivers typical of what APS is granting other charters? It is normal to ask for this (17+ 9 state; 29 district) as allowed. Why are they needed? Is there evidence that this waiving improves educational outcomes? It would have to be looked at individually. What are the other impacts of granting these?

- Who serves on their board? Board member selects board member. Self-selection? We have the ability to say in the contract that 70% has to be parents, etc. Once application is approved, we
Main questions to be addressed with DSST:
1. How will they support “All students”? (Facility and transition plans)
2. What is in place for General education students in regards to workforce readiness?
3. Amount of testing…what is the data on students graduating college?
4. Integration of STEM across curriculum?
5. Remediation structure for students getting Ds and Fs?
6. How are these partnerships affecting/benefitting students and families?
7. Business days vs. working days and how the lottery works? (Confusion about the dates)

V. DSST Application Presentation

Bill Kurtz began presentation with Personal info and shared DSST background/PowerPoint

Overview:
- 2 new campuses, serving grades 6 – 12
  - 1\textsuperscript{st} campus expected for the 19/20 school year, 2\textsuperscript{nd} for 21/22 school year
- Focusing their efforts on wanting to have “community schools”
- They learned a lot about Aurora during application process (particularly NW Aurora)

Community outreach:
- They spoke to families and solicited community outreach w groups and centers
  - (reference slide)
- They have had an opportunity to learn from successes and failures with community
  - (“have not arrived yet” and they are “Not coming with all the answers”)

What we’ve heard from their outreach to the community:
- They have a “deep desire for high quality education in Aurora”
- They have a great excitement about DSST in the community
- STEM as access to jobs in med field (specifically Anschutz)
- They understand importance of languages and heritage
- Parents want accountability

Community Voice: They invited Mohammad Barasso (a parent of a DSST student) to speak on the school’s behalf
- His daughter attending DU
- He has another student in MS
- He is of Ethiopian decent
- He believes DSST is a great school, nice to have next door
• His daughter had 7-8 scholarships offers
• The approach is very one on one with teachers and students
• DSST’s teachers are young and motivated

Kuntz:
• DSST has support from 180 families from Aurora currently attending DSST schools.

Mission statement slide:
• “Still have a gap”
• “Committed to closing the gap”

Core Values:
• Values-driven culture
• “Great educational attainment is only as good as the values that go with it”

Investment in People:
• People-development organization
• “Ought to have a view of what people are doing in this world”
• “Everyone wants to contribute to the human story”

Who we are:
• There are 13 school’s 5800 students currently
• Their population is lower than DPS with their Special Ed and ELL (English Language Learning) students

Campus Map:
• Broad section of geographies

DSST School Model:
• Passionate about integrated schools—important for public education
• Want kids to have ability to go to college and be successful

School Culture:
• Values driven culture inside and outside the computer
• Want students to have “sense of place”

Culture Support:
• Restorative justice practice—“important part of who we are”
• Socio/emotional supports increasing
• Conversations w families to support student outcomes

Academics and STEM:
• He believes their schools are “Liberal Arts school with a STEM focus”
• MS: science foundation, capstone in 8th grade
• HS: 6 yrs req science, engineering classes (partner with Anschutz)
- Senior projects in science, engineering, economics

**Middle school course offerings:**
- “Wide spread set of opportunities”

**High School course offerings:**
- Create a situation where teachers have smaller course catalogue

**Academic Support:**
- Ensure all kids get an education—we are the accountable parties
- Don’t create remedial classes (one track only)
- Tracking supports inequity (rather: targeted interventions)
- Goal to have most students to college in 4 yrs

**Serving the Aurora Community:**
- “deep commitment” to bi-literacy, but still working
- course content in more than one language
- providing cultural spaces for students and families (137 languages in Aurora)
- student languages in student meetings
- strategies DSST is excited about

**Curriculum**
- **Athletics:**
  - “Never put athletics ahead of academics,” but do value physical participation
  - Students encouraged to pick lifelong sport
- **Arts:**
  - Denver Mill helped develop DSST arts program

**Clubs:**
- Students encouraged to develop own leadership skills
- robotics—completely lead by students (developed curriculum, recruited mentor)

**College degree value:**
- Value of college degree has never been greater than it is today (45 years of data) 4-5?
- Don’t want kids to be negative numbers

**College success:**
- Where you go to college matters
- Students matched with colleges that will promote success

**College Prep:**
- Entrepreneurs class at DSST GVR
- Senior year interdisciplinary capstone
Focused on Results:
- GVR had 100% college acceptance rate (3 yrs ago)
- “Social Media blew up that day” (due to above)

SPF performance:
- 4 of top 5 HS
- 5 of top 8 MS
- Double AP pass rate

College Readiness ACT:
- Commitment to serve all students

Student Profiles:
- Alex Flores
- Mustafa Mobarez
- Kamaria Hakeem
- Sheila Qasemi

Commitment to APS:
- Believe in partnerships with the district
- Want to serve all students
- Leading the country as charter network to take most students

Commitment to the community:
- Eliminate barriers of communication

Questions:

Q: Facilities for Special Education?
A: Co-planned with DPS, same would happen in APS. “Deeply committed on center programs” (have autism, MI, MIS—all with unique requirements)
A: Ops director has engaged discussions regarding center development of physical facilities to accommodate special needs.

Q: Nursing?
A: Contracted services. Would love more, but budget is limited.

Q: Behavior disorders and counseling students out?
A: DSST does not counsel kids out. More often, parents are asking why they’re being asked to stay. “Not interested in losing kids”

Q: How many DSST student grad from college?
A: 6 year grad rate—60% for DSST
   Percent on track to graduate higher (data not as strong—includes anyone who can grad)
   Better:
Freshmen enrollment rate = 90% enroll, 90% attend, 90% persisted
- want to move graduation number closer to 70%
- Kurtz: concerned about kids going to schools that don’t grad kids
- doubling down on graduation

Q: Low grad rates due to funding?
A: Yes. Solutions in partnerships, foundations (Den Scholarship Foundation)
    - “Shift” during sophomore year

Q: Student follow-up?
A: Yes. Money, want to work to help their families.
    - need to look at more than 6 year data

Q: Partnerships with Denver Zoo and museum, benefits to families?
A: Science education integration—4-5 days professional learning for science teachers
    - internships at both organizations
    - volunteer/summer work
    - students to Rwanda/Uganda (drones to prevent poachers)

Q: Application—difference between working days/business days, differing time periods?
A: Student application process is run by district in DPS
    - DPS does central enrollment, would like to see the same process as APS
    - interested in joint process

Q: Would you consider being ASST (as the name for the school)?
A: No, but interested in a name for Aurora. Would like to work with community. Won’t be DSST.
    Munn likes “ASSET” (?)

Q: How is APS school different than Denver schools?
A: Ongoing process, getting to know community important
    - “80% of who we are is what they want”
    - Tailor schools to community (Cole different than GVR)
    - Want to create best school in the state on Aurora
    - Don’t know Aurora like you do, so need partnership
    - Never thought about applying to CSI

Q: Success with targeted intervention
A: A, B, C, F policy since 2004
    - about belief that job was not to graduate students, but to learn and master material
    - concept of mastery vs. survival situation
    - strengthen 12th grade year

A: Identify student mastery with mastery checks for immediate targeted interventions
    - after school—mandatory tutoring (data driven)
    - MTSS for chronic underperformance
    - Trying to figure out ‘F-lists’ at different schools, which can be variable
Q: What’s the percentage of success for targeted interventions
A: Most students are targeted for intervention at some point
   - 10-12% lost between 8 & 9 (small number of 9th graders admitted (30 or so))
   - advisory structure used to support interventions
   - “out of the business of creating our own numbers” (use CDE, DPS)

I. **Adjournment** – Meeting adjourned at 7:40 pm