DSST Public Schools Overview
AGENDA

• Welcome and Overview
• Community Outreach
• Community Voice
• The DSST Mission, Vision, Values
• School Model
• DSST Results
• Alumni Profiles
DSST Public Schools seeks to open two 6-12 charter schools in Aurora

- open one grade at a time
- approximately 975 students at full build out
- 2019-2020 proposed opening for Campus I
- 2021-2022 proposed opening for Campus II
COMMUNITY OUTREACH TO DATE

• Knocked on 1,300+ doors in NW Aurora & talked with hundreds of families
  – 79% support DSST coming to Aurora
  – Collected 376 letters of support from families, community leaders and elected officials
Building relationships with community groups and centers:

- Resident Leadership Council
- Aurora Strong Resilience Center
- Asian Pacific Development Center
- Moorhead Recreation Center
- St. Stephens Episcopal Church
- Mosaic Church
• High-quality education is a key concern for NW Aurora community
• Families know DSST and are excited about the possibility of a DSST in their neighborhood
• Families want schools that:
  – Are accessible to all
  – Are small, where students don’t fall through the cracks
  – Are safe and inclusive of the diverse Aurora community
  – Have a rigorous, college prep. curriculum, including internship opportunities
  – Offer more STEM opportunities
  – Have quality ELA programs that supports all students
  – Engage and communicate with parents in their language
  – Are transparent and accountable to the community
Tonight’s Speaker
DSST: Stapleton MS Parent-Mohammed Barasso
DSST transforms urban public education by eliminating educational inequity and preparing all students for success in college and the 21st century.
Core Values

**Respect:** Appreciating the value of a person or an object through your words, actions and attitude - treating people appropriately with common courtesy.

**Responsibility:** Able to be trusted and/or depended upon to complete tasks, follow directions and own up to your actions.

**Integrity:** Being truthful, fair and trustworthy in your words and actions - doing as you say and saying as you do.

**Courage:** Possessing confidence and resolve to take risks and make right decisions in the face of pressure and adverse or unfamiliar circumstances.

**Curiosity:** Eager to learn, explore and question things to gain a deeper understanding.

**Doing Your Best:** Putting your best effort into everything you do.
Belief in the Human Condition

• Each human being strives to be fully known and affirmed for who they are, and to contribute something significant to the human story
WHO WE ARE

Income:
- 69% FRL
- 31% Non-FRL

Race & Ethnicity:
- 56% Hispanic
- 17% Caucasian
- 18% African American
- 5% Asian
- 4% Two or more Races

Gender:
- 53% Male
- 47% Female
WHO WE ARE

Special Education

- 8% Have IEPs
- 92% Do not have IEPs

ELL

- 51% ELL
- 49% Non-ELL
1. Community Based School
2. Integrated Schools
3. Strong School Culture
4. Rigorous Academics-STEM
5. College Success
SCHOOL CULTURE

- Values driven
- Intentionally integrated
- Small school environment
- Student advisory program (12:1 staff/student ratio)
CULTURE SUPPORT

► Clear values-based expectations
► Restorative justice practices
► Strong social-emotional supports
► Consistent and deep communication with families
ACADEMICS & STEM

- Liberal Arts with a STEM Focus
- STEM Curriculum
- STEM Partnerships: Anschutz
- 1-to-1 laptops
MIDDLE SCHOOL COURSE OFFERINGS

- Reading
- Writing
- Science
- Social Studies
- Math
- English Language Development
- STEM Elective
- Arts Electives: studio art, drama, chorus
- Physical Education
- Health
HIGH SCHOOL COURSE OFFERINGS

▶ Comp, World Literature, American Literature, Senior English
▶ Humanities, World History (AP), US History (AP), Civics
▶ Integrated Math, Algebra 2H, Pre-Calculus (Honors), AP AB Calculus
▶ Physics, Chemistry (AP), Biology (AP),
  ▶ Two science electives aligned to STEM focus
▶ Spanish 1, Spanish 2, Spanish 3, AP Spanish
▶ English Language Development
▶ Electives – Arts, Life-Time Sports, Other Electives
ACADEMIC SUPPORT

- Holistic accountability
- College prep curriculum
- Targeted interventions
- Data driven
SERVING THE AURORA COMMUNITY

We aim to prepare all English learners to be college ready while leveraging the knowledge and skills that these students already have in their native language.

Cultivating Biliteracy

- Offer supplementary literacy classes to support accelerated language development
- Offer leveled English texts, bilingual texts, and monolingual texts in students’ first languages for independent reading
- Deliver high-quality professional development and coaching to all teachers
SERVING THE AURORA COMMUNITY

Valuing Families and Culture

- Ensure our course content and texts reflect students’ heritage and self-identity
- Provide after-school clubs or other community activities where another language is spoken (e.g. Spanish, Amharic, Nepali)
- Establish structures that promote strong communication between families, students, and staff
- Connect with community nonprofits with a cultural connection or whose mission is to support refugee and immigrant populations to work one on one with students
- Incorporate our students’ languages into morning meeting and advisory
ATHLETICS

- Competitive athletics
- Sportsmanship, Participation, Success
- Life-time athletics
DSST believes strongly that arts should be incorporated into our liberal arts model – Arts that DSST currently offers include:

- Studio Art
- Choir
- Drama
- Film
- Digital Art
- Drumline
DSST provides opportunities to explore passions and interests through various clubs and after-school activities including:
- Robotics
- Drama
- GSA
- Student Council
- Service
- Speech & Debate
- Yearbook
- Art Club
- Journalism
- Mock Trial
Value of a college degree in the 21st century knowledge economy has never been greater.

- 74% of jobs in Colorado will require post-secondary education
- 75% of new jobs in Colorado over the next 10 years will require some STEM knowledge
DSST College Success Core Beliefs:

- All students will have an opportunity to choose a four year college or a pathway to a four year college immediately after high school graduation

- College success requires DSST to be both student and college advocates

- DSST will seek to match students with colleges and universities that prioritize college completion
• Entrepreneurship and Internship program provides all juniors/seniors an opportunity to experience their career/field of interest in action
• Senior project provides all seniors an opportunity to study a career/field of interest
DSST runs 4 of the top 5 high schools in Denver
DSST runs 5 of the top 8 middle schools in Denver
DSST students represent 6% of DPS High School Population…but we represent a disproportionate % of passing AP scores:

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<th>AP PASS RATE</th>
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<td>2016</td>
<td>DSST</td>
<td>DPS</td>
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<td>2015</td>
<td>78%</td>
<td>43%</td>
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<td>2014</td>
<td>70%</td>
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<th>AP PASS RATE</th>
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• DSST had the #1 and the #2 high school ACT scores for black students of 400+ Colorado high schools
• DSST had the #2 and the #3 high school ACT scores for low income students of 400+ Colorado high schools
• #2 in the state for ACT composite score for white students (28.9)
• #5 in the state for ACT composite score for non-FRL students (26.7)
100% ACCEPTED TO 4-YEAR COLLEGES
ALEX FLORES

- 2016 GVR
- First generation college student
- Freshman at Worcester Polytechnic Institute
- Earned her pilot’s license while at GVR HS
MUSTAFA MOBAREZ

• 2016 GVR
• First generation college student
• Family in Afghanistan/Pakistan—both parents and six younger sisters
• Interned for State Sen. Mike Johnston
• Freshman at CU Boulder Leeds
2008 STP
Graduated for Howard University with a degree in chemical engineering
Senior Project Engineer at AbbVie pharmaceutical company in Chicago
COMMITMENT TO APS

• DSST is committed to working as partners with APS to serve our students and families
• We believe in sharing deeply the responsibility to serve all students
• We believe a partnership shares resources equally
• We believe deeply in our ability to learn from each other to improve education for all Aurora students
• Building a community-based school by partnering with families, community members and organizations
• Diverse outreach methods to ensure we are reaching all families
• Creating formal structures for parents and community to have a voice: Community Leadership Team and Parent Design Team
• Engaging in existing community efforts through the Resident Leadership Council and others
• Eliminating barriers to participation in design by offering accessible times and locations, childcare, transportation and quality translation/interpretation services
SHEILA QASEMI

• 2015 GVR
• First generation college student
• Sophomore at Yale
• Plays on Ping Pong team at Yale
• Spent last summer studying Arabic in Morocco
Questions