COMPASS ACADEMY
Where Learners & Leaders Grow

789 Sherman St #400, Denver, CO 80203   **Call Information: LINK**   **Phone:** 857-263-3992 - **Access Code:** 40340029#

Attending by phone: Marcia Fulton (Ex-officio), Mary Seawell (Chair), Jim Balfanz (Vice-Chair), Jessica Roberts (Treasurer), Dexter Korto, Bob Balfanz, Christine Morin, Pami Perea, Jerry Torrez

Tentative:

Guest and support: Chris Scott, Jeff Jablow, Ryan Mick, Claire Rostov, Denise Thorne, Mike Davis, Emily Ward

Not Attending: Ana Soler, Morris Price

Time	Min	Title and Description	Action
04:00 PM	10	**Ripples and Joys**	Participate
04:10 PM	5	**January Minutes** *(Mary/Jim)*	Approve
04:15 PM	15	**Financial Update** *(Chris / Marcia / Jessica)* ● Monthly Financials ● Fundraising gap/progress ● FY20 Budget update and process	Inform, Discuss and Approve
04:30 pm	20	**Update on SDD Internal Review Process** *(Nate)*	Inform and Discuss
04:50 pm	45	**Strategy Discussion** *(Marcia / Ryan / Nate)* ● Progress on assembling task force	Discuss
05:35 pm	25	**ED /Director Update** *(Marcia / Denise /Nate)* ● Board Recruitment - Natalie DeSole Introduction ● High School Update/XQ Event ● Trauma Informed Approach ● Enrollment ● Strike	Inform and Discuss
06:00 PM		**Adjourn**	Approve

Compass Academy – Board Minutes

Date: January 17, 2019
Location: City Year
In attendance: Marcia Fulton, Bob Balfanz, Jessica Roberts, Annie Proietti, Jim Balfanz, Morris Price
Guest and support: Nate, Ryan Mick, Denise Thorne, Chris Scott,
Attending by phone: Dexter Korto, Christine Morin, Ana Soler, Mary Seawall,
Not in attendance: Jerry Torrez, Pami Perea
Jim called meeting to order 4:00 pm

Ripples & Joys:
Marcia shared a joy about the huge team effort to host the XQ folks at Compass Teacher Residence visited another campus to learn about corps members and teachers working more closely
Bob shared a joy for the immigration essays and student projects on display
Promotional Video for Compass (created by Jessica Proitt)
Jim shared a ripple the report "A Nation of Hope" mirrors the same commitment to social emotional student focus at Compass

November Minutes:
Jessica motions to approve November minutes. Bob seconds the motion. Motion passes

Financial Update:
Chris reviewed December financials. Assets were down in December mainly because we had not received our XQ funding for items spent. School is in a good position. Revised budget for January. In November we saw the same working budget. Seeking approval today. Fundraising amount is $75,000. $50,000 is funded by El Pomar. The biggest risk to the budget is the $25,000 still to be raised. Traditionally, board members contribute at a level that is meaningful to them. It would be helpful if board members could make their contribution soon, so that we better understand our true gap.
Jessica motions to approve the revised budget for January. Annie seconds. Motion passed.

ED/Director Update:
School Performance Compact- 7-0 vote at the Denver Public School Board that Compass would receive a 1-year renewal. At this point, the contract has been reviewed and revised by Marcia. The contract states that if the school is red in 2019, Compass would continue in the SPF process. Enrollment projection is at 300. Jim makes a motion to authorize the contract at the Executive Committee Level. Morris seconds. The motion passes.
Carrie Olson is coming to visit the school in February.
Dr. Eldridge Greer will visit the school to talk about trauma informed care

Update on SDD Internal Review Process

Strategic Priorities

1. Data Cycles – consistent in ELA and Math
2. Literacy– Students who opt out of taking tests is a concern. The team is drilling down to understanding the root cause.
3. Math– commitment to ANet and rigor is improving
4. Attendance– SPF goal - 50% of the kids coming 90% of the time is approaching. Currently, the school is at 40% and would get no points on SPF.
5. Culture– mid-year culture survey indicates positive improvement in many areas, such as: safety, belonging, and growth mindset, on the other hand academic clarity did not improve across all areas.

Strategy Focus

1. SPF Approach
2. Model Clarity- we serve a higher population of tier 2/3 kids compared to similar schools. Goal to have 100 students in each grade. This is a lower enrollment number and will impact our budget. Become a trauma responsive school.
3. Ongoing retention of great staff
4. High School Pathways
   a. We see a roadmap for a HS in 2020. Formed a task force to look into the various options. The board wants to hold responsibility and decision to open a HS.
   b. The decision to open a HS is based in the assumption that we see progress out of the middle school. The school will specifically determine the progress necessary to be ready for a HS.

Board meeting ends at 6:05 pm.

COMPASS ACADEMY
BUDGET BOARD REPORT
JANUARY 2019
Compiled 2/11/19

Overview – Attachments included in this report:
- Balance Sheet compared to previous year as of January 31, 2019
- Profit & Loss Budget vs. Actual through January 31, 2019
- Bank Transaction Detail for January 2019
- Profit & Loss Budget vs. Actual Expanded

Highlights and Exceptions to the Report – Reports are compared to the revised approved budget.

Balance Sheet

Assets – Cash in the bank accounts as of January 31st was $295,409 down from $1,295,797 in January 2019. Total accounts receivable was $59,489 compared to $34,807 in the previous year. Total assets were $354,898 on January 31st, down from $1,330,604 at the same time last year.

Liabilities – Accounts payable as of January 31st was $45,064 compared to $7,059 last year. Other current liabilities were $124,574 versus last year's $63,403. Total liabilities were $169,638 versus $70,463 at the same time last year.

Equity – As of January 31st, net income was negative ($291,356) compared to $1,047,102 at the same time last year. Total modified accrual equity is $185,260 compared to $1,260,141 the previous year. Of this amount TABOR is $123,000, $5,897 is reserved, and the unassigned fund balance is $56,362.

Income Statement Compared to Budget

Income – Total income to date is $2,233,380 or 48% of the $4,629,879 budgeted.

Expense – Expenses incurred to date are $2,524,736 or 55% of the $4,627,298 budgeted. We are 58% of the way through the year.

Line items to note that are currently greater than 10% or $10K over budget are:

- Repairs and Maintenance (0430) – 78% of budget spent
- Other Purchased Services (0500) – 100% of budget spent
- To and From School Transportation (0511) - 100% of budget spent
- Books and Materials (0640) – 83% of budget spent
- Dues and Fees (0800) – 125% of budget spent – Over by $598

1:49 PM
02/11/19
Accrual Basis

Compass Academy
Balance Sheet Prev Year Comparison
As of January 31, 2019

Page 2 of 9

	Jan 31, 19	Jan 31, 18	$ Change	% Change
ASSETS				
Current Assets				
Checking/Savings				
8101 · First Bank	295,408.52	1,295,797.44	-1,000,388.92	-77.2%
Total Checking/Savings	295,408.52	1,295,797.44	-1,000,388.92	-77.2%
Accounts Receivable				
8142 · Grants Receivable	7,189.36	34,806.59	-27,617.23	-79.35%
8153 · Accounts Receivable	52,300.00	0.00	52,300.00	100.0%
Total Accounts Receivable	59,489.36	34,806.59	24,682.77	70.91%
Total Current Assets	354,897.88	1,330,604.03	-975,706.15	-73.33%
TOTAL ASSETS	**354,897.88**	**1,330,604.03**	**-975,706.15**	**-73.33%**
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
7421 · Accounts Payable	45,064.02	7,059.20	38,004.82	538.37%
Total Accounts Payable	45,064.02	7,059.20	38,004.82	538.37%
Other Current Liabilities				
2110 · Direct Deposit Liabilities	0.00	-100.00	100.00	100.0%
7461 · YE Payroll Liabilities	123,492.31	63,741.59	59,750.72	93.74%
7471 · Payroll Liabilities	1,081.81	-238.11	1,319.92	554.33%
Total Other Current Liabilities	124,574.12	63,403.48	61,170.64	96.48%
Total Current Liabilities	169,638.14	70,462.68	99,175.46	140.75%
Total Liabilities	169,638.14	70,462.68	99,175.46	140.75%
Equity				
6710 · Non-Spendable Fund Balance	5,897.27	1,304.00	4,593.27	352.25%
6721 · TABOR 3% Emergency Reserve	123,000.00	72,000.00	51,000.00	70.83%
6770 · Unassigned Fund Balance	347,718.95	139,735.31	207,983.64	148.84%
Net Income	-291,356.48	1,047,102.04	-1,338,458.52	-127.83%
Total Equity	185,259.74	1,260,141.35	-1,074,881.61	-85.3%
TOTAL LIABILITIES & EQUITY	**354,897.88**	**1,330,604.03**	**-975,706.15**	**-73.33%**

Compass Academy
Profit & Loss Budget vs. Actual Collap.
July 2018 through January 2019

	Jul '18 - Jan 19	Budget	$ Over Budget	% of Budget
Income				
1000 · Local Revenue Source	479,451.28	1,273,580.00	-794,128.72	37.65%
3000 · State Revenue	127,007.93	346,898.00	-219,890.07	36.61%
4000 · Federal Revenue	7,189.36	229,531.00	-222,341.64	3.13%
5700 · PPR	1,619,731.04	2,779,870.00	-1,160,138.96	58.27%
Total Income	2,233,379.61	4,629,879.00	-2,396,499.39	48.24%
Gross Profit	2,233,379.61	4,629,879.00	-2,396,499.39	48.24%
Expense				
0100 · Salaries	1,271,359.38	2,165,011.00	-893,651.62	58.72%
0200 · Employee Benefits	273,183.26	520,560.00	-247,376.74	52.48%
0300 · Purchased Profess and Tech Serv	327,991.62	854,894.00	-526,902.38	38.37%
0400 · Purchased Prop. Services	7,924.19	16,000.00	-8,075.81	49.53%
0430 · Repairs and Maint	1,560.00	2,010.00	-450.00	77.61%
0500 · Other Purchased Services	105,846.21	105,715.00	131.21	100.12%
0511 · To & From School Transportation	5,634.72	0.00	5,634.72	100.0%
0513 · Contracted Field Trips	5,523.96	12,000.00	-6,476.04	46.03%
0515 · Shuttle Fees	130.00	1,000.00	-870.00	13.0%
0520 · Insurance Premiums	26,128.90	41,889.00	-15,760.10	62.38%
0580 · Travel, Regis, Ent	10,902.11	20,241.00	-9,338.89	53.86%
0594 · District Purchased Services	325,239.67	554,657.00	-229,417.33	58.64%
0595 · Denver Overhead Costs	66,074.65	116,983.00	-50,908.35	56.48%
0596 · Charter Food Authority	1,140.02	0.00	1,140.02	100.0%
0600 · Supplies	51,110.99	119,706.00	-68,595.01	42.7%
0640 · Books and Materials	4,965.97	6,001.00	-1,035.03	82.75%
0700 · Property	17,787.06	46,080.00	-28,292.94	38.6%
0800 · Other Objects	90.33	11,005.00	-10,914.67	0.82%
0810 · Dues and Fees	2,984.05	2,386.00	598.05	125.07%
0900 · XQ Objects	19,159.00	31,160.00	-12,001.00	61.49%
Total Expense	2,524,736.09	4,627,298.00	-2,102,561.91	54.56%
Net Income	-291,356.48	2,581.00	-293,937.48	-11,288.51%

Compass Academy
Bank Transaction Detail
As of January 31, 2019

1072 · Bill.com Money Out Clearing

Type	Date	Num	Name	Memo	Split	Amount	Balance
Bill Pmt -Check	01/17/2019	Bill.com	Denise Thorne (v)	https://app.bill.com/BillPay?id=blp01JAXWVURUG3 7421	7421 · Accounts Payable	-300.00	-300.00
Bill Pmt -Check	01/17/2019	Bill.com	Paulina Molina	https://app.bill.com/BillPay?id=blp01JSJQNMNFC3 7421	7421 · Accounts Payable	-59.40	-359.40
Bill Pmt -Check	01/17/2019	Bill.com	G&G Consulting Group	https://app.bill.com/BillPay?id=blp01TOEVRUAUQ3 7421	7421 · Accounts Payable	-6,487.50	-6,846.90
Bill Pmt -Check	01/17/2019	Bill.com	Wells Fargo Vendor Financial Services LLC	https://app.bill.com/BillPay?id=blp01GLVDDEOZK3 7421	7421 · Accounts Payable	-633.56	-7,480.46
Bill Pmt -Check	01/17/2019	Bill.com	Denver Public Schools - HR	https://app.bill.com/BillPay?id=blp01RPZQHZOWV3 7421	7421 · Accounts Payable	-300.00	-7,780.46
Bill Pmt -Check	01/17/2019	Bill.com	Charter Substitute Teacher Network	https://app.bill.com/BillPay?id=blp01QDNTMGPIR3 7421	7421 · Accounts Payable	-1,725.00	-9,505.46
Bill Pmt -Check	01/17/2019	Bill.com	Sharon Newman	https://app.bill.com/BillPay?id=blp01HEHNGZWWT3 7421	7421 · Accounts Payable	-5,109.38	-14,614.84
Bill Pmt -Check	01/17/2019	Bill.com	Denver Athletic	https://app.bill.com/BillPay?id=blp01LGONLVUHV3 7421	7421 · Accounts Payable	-1,025.00	-15,639.84
Bill Pmt -Check	01/17/2019	Bill.com	Creative Strategies for Change	https://app.bill.com/BillPay?id=blp01VCKZGXXWT3 7421	7421 · Accounts Payable	-350.00	-15,989.84
Bill Pmt -Check	01/17/2019	Bill.com	Pinnacol Assurance	https://app.bill.com/BillPay?id=blp01JNGNZEONY3 7421	7421 · Accounts Payable	-1,182.00	-17,171.84
Bill Pmt -Check	01/17/2019	Bill.com	Denver Public Schools - Transportation	https://app.bill.com/BillPay?id=blp01CTUEVNFDP3 7421	7421 · Accounts Payable	-2,414.88	-19,586.72
General Journal	01/17/2019	11.30.22 P		Bill.com 01/17/19 Payments	8101 · First Bank	19,586.72	0.00
Bill Pmt -Check	01/18/2019	Bill.com	Charter Substitute Teacher Network	https://app.bill.com/BillPay?id=blp01DIXGSWYRN3 7421	7421 · Accounts Payable	-2,250.00	-2,250.00
Bill Pmt -Check	01/18/2019	Bill.com	Alerio Technology Group	https://app.bill.com/BillPay?id=blp01OSVEXLGRT3 7421	7421 · Accounts Payable	-3,645.00	-5,895.00
Bill Pmt -Check	01/18/2019	Bill.com	Shirt Works, LLC	https://app.bill.com/BillPay?id=blp01WVJAMYAPE3 7421	7421 · Accounts Payable	-700.00	-6,595.00
Bill Pmt -Check	01/18/2019	Bill.com	Eldorado Artesian Springs, Inc	https://app.bill.com/BillPay?id=blp01QYQLELSCX3 7421	7421 · Accounts Payable	-221.95	-6,816.95
General Journal	01/18/2019	11.30.28 P		Bill.com 01/18/19 Payments	8101 · First Bank	6,816.95	0.00
Bill Pmt -Check	01/23/2019	Bill.com	Sjoukje Graillot	https://app.bill.com/BillPay?id=blp01JAQASHLCL3e 7421	7421 · Accounts Payable	-55.94	-55.94
General Journal	01/23/2019	11.30.27 P		Bill.com 01/23/19 Payments	8101 · First Bank	55.94	0.00
Bill Pmt -Check	01/30/2019	Bill.com	William Wallace (v)	https://app.bill.com/BillPay?id=blp01DKFMRWXGE5 7421	7421 · Accounts Payable	-108.45	-108.45
General Journal	01/30/2019	Health liab		Bill.com 01/30/19 Payments	8101 · First Bank	108.45	0.00

Total 1072 · Bill.com Money Out Clearing						0.00	0.00

8101 · First Bank — 299,899.31

Type	Date	Num	Name	Memo	Split	Amount	Balance
Check	01/01/2019	DBT	Indeed		Staff Recruitment	-193.55	299,705.76
Check	01/01/2019	DBT		Service Charge	0313a · Bank Fees	-4.00	299,701.76
Check	01/02/2019	DBT	Devour the 303	Teacher's incentives	0584 · Staff Appreciation	-76.00	299,625.76
Check	01/03/2019	DBT	Staples	Teacher's PD supplies	0610 · General Supplies	-164.34	299,461.42
Check	01/03/2019	ACH			0313a · Bank Fees	-212.75	299,248.67
Check	01/03/2019	DBT	Indeed		Staff Recruitment	-107.00	299,141.67
Check	01/04/2019	DBT	King soopers	Teacher's PD supplies	0584 · Staff Appreciation	-85.74	299,055.93
Check	01/04/2019	DBT	Chipotle	Teacher incentives	0584 · Staff Appreciation	-66.10	298,989.83
Check	01/04/2019	ACH			0525 · Unemployment Insurance	-1,512.64	297,477.19
Check	01/08/2019	DBT	Amazon.com		0640 · Books and Materials	-12.95	297,464.24
Check	01/08/2019	DBT	Amazon.com		Office Supplies	-69.03	297,395.21
Check	01/08/2019	DBT	Amazon.com		0640 · Books and Materials	-72.97	297,322.24
Check	01/08/2019	DBT	Amazon.com		0640 · Books and Materials	-98.97	297,223.27
Check	01/08/2019	DBT	Amazon.com		0640 · Books and Materials	-108.03	297,115.24
Check	01/08/2019	DBT	Amazon.com		0640 · Books and Materials	-209.71	296,905.53
Bill Pmt -Check	01/09/2019	2406	Raquel Zapata		7421 · Accounts Payable	-75.00	296,830.53
Check	01/09/2019	DBT	TIG	47378	0340 · Technical Services	-350.00	296,480.53
Check	01/09/2019	DBT	USPS	forever stamps	0533 · Postage	-701.75	295,778.78
Check	01/09/2019	DBT	TIG	47378	0340 · Technical Services	-350.00	295,428.78
Deposit	01/09/2019	DBT		Deposit	0640 · Books and Materials	12.95	295,441.73
Check	01/10/2019	DBT	Walmart		0630 · Food -Snack (BOLD FS FUND ONLY)	-14.94	295,426.79
Check	01/10/2019	DBT	Print and Copy Centers		Staff Recruitment	-186.20	295,240.59
Bill Pmt -Check	01/10/2019	ACH	United Healthcare	Inv #6929607358387	7421 · Accounts Payable	-138.26	295,102.33

Compass Academy
Bank Transaction Detail
As of January 31, 2019

Type	Date	Num	Name	Memo	Split	Amount	Balance
Check	01/14/2019	DBT	Microsoft		0534 · Online Services	-100.26	295,002.07
Check	01/14/2019	DBT	Amazon.com		Office Supplies	-16.96	294,985.11
Check	01/14/2019	DBT	Amazon.com		Office Supplies	-26.80	294,958.31
Check	01/14/2019	DBT	Amazon.com		Office Supplies	-46.78	294,911.53
Check	01/14/2019	DBT	Amazon.com		Office Supplies	-93.85	294,817.68
Check	01/14/2019	DBT	Amazon.com		0640 · Books and Materials	-279.60	294,538.08
Check	01/14/2019	DBT	Amazon.com		0640 · Books and Materials	-363.34	294,174.74
Check	01/15/2019	DBT	Eon		0610 · General Supplies	-645.00	293,529.74
General Journal	01/15/2019	1.15.19 PR	Support Program - 2000-5000:2500 - Business Sen First Bank		0313b · Payroll Expenses	-128,020.10	165,509.64
General Journal	01/15/2019	1.15.19 PR	Support Program - 2000-5000:2500 - Business Sen First Bank		0313b · Payroll Expenses	-7,982.44	157,527.20
General Journal	01/15/2019	1.15.19 PR	Support Program - 2000-5000:2500 - Business Sen First Bank		0313b · Payroll Expenses	-24,911.56	132,615.64
General Journal	01/15/2019	1.15.19 PR	Support Program - 2000-5000:2500 - Business Sen First Bank		0313b · Payroll Expenses	-296.50	132,319.14
Check	01/15/2019	DBT	King soopers	gift for police officer	0610 · General Supplies	-24.66	132,294.48
Check	01/15/2019	DBT	Eon		0610 · General Supplies	-64.50	132,229.98
Bill Pmt -Check	01/16/2019	2408	Raquel Zapata		7421 · Accounts Payable	-240.00	131,989.98
Bill Pmt -Check	01/16/2019	2409	Steicy Mendoza		7421 · Accounts Payable	-75.00	131,914.98
Bill Pmt -Check	01/16/2019	2410	Eva Hernandez		7421 · Accounts Payable	-262.50	131,652.48
Bill Pmt -Check	01/16/2019	2411	Monique Desousa		7421 · Accounts Payable	-150.00	131,502.48
Bill Pmt -Check	01/16/2019	2412	Mlle High Kona Ice		7421 · Accounts Payable	-380.00	131,122.48
Bill Pmt -Check	01/16/2019	2413	Steicy Mendoza		7421 · Accounts Payable	-217.50	130,904.98
Bill Pmt -Check	01/16/2019	2414	Raquel Zapata		7421 · Accounts Payable	-150.00	130,754.98
Bill Pmt -Check	01/16/2019	2415	Anahi Coronado		7421 · Accounts Payable	-80.40	130,674.58
Bill Pmt -Check	01/16/2019	2416	Raquel Zapata		7421 · Accounts Payable	-330.00	130,344.58
Bill Pmt -Check	01/16/2019	2417	Bernabe Valdivia-Ramos		7421 · Accounts Payable	-284.10	130,060.48
Check	01/16/2019	DBT	Walmart		0630 · Food -Snack (BOLD FS FUND ONLY)	-13.80	130,046.68
Check	01/16/2019	DBT	Little Caesars	Pizza for student dance	0630 · Food -Snack (BOLD FS FUND ONLY)	-45.15	130,001.53
Check	01/16/2019	DBT	Amazon.com		Office Supplies	-29.61	129,971.92
Check	01/16/2019	DBT	Amazon.com		Office Supplies	-39.43	129,932.49
Check	01/16/2019	DBT	Amazon.com		Office Supplies	-65.97	129,866.52
Check	01/16/2019	DBT	Amazon.com		Office Supplies	-75.89	129,790.63
Check	01/16/2019	DBT	Amazon.com		0610 · General Supplies	-90.00	129,700.63
General Journal	01/17/2019	11.30.22 P		Bill.com 01/17/19 Payments	1072 · Bill.com Money Out Clearing	-19,586.72	110,113.91
General Journal	01/17/2019	DBT	EPromos	Student Recruitment	Student Recruitment	-147.53	109,966.38
Check	01/18/2019	ACH	PERA		401(K) Liability	-25,555.38	84,411.00
General Journal	01/18/2019	11.30.28 P		Bill.com 01/18/19 Payments	1072 · Bill.com Money Out Clearing	-6,816.95	77,594.05
Deposit	01/18/2019			Deposit	-SPLIT-	221,817.46	299,411.51
Check	01/18/2019	2418	Kevin Fitch		-SPLIT-	-1,485.00	297,926.51
Check	01/19/2019	DBT	Amazon.com		0650 · Software	-28.99	297,897.52
Check	01/21/2019	DBT	IRIS		0610 · General Supplies	-206.70	297,690.82
Check	01/22/2019	DBT	Amazon.com		0640 · Books and Materials	-75.52	297,615.30
Check	01/22/2019	DBT	Facebook		Student Recruitment	-42.84	297,572.46
Check	01/23/2019	ACH	Voya Financial		401(K) Liability	-965.63	296,606.83
General Journal	01/23/2019	11.30.27 P		Bill.com 01/23/19 Payments	1072 · Bill.com Money Out Clearing	-55.94	296,550.89
Check	01/23/2019	DBT	Walmart		0630 · Food -Snack (BOLD FS FUND ONLY)	-13.46	296,537.43
Check	01/23/2019	DBT	Costco	student recruitment	0580 · Travel, Regis, Ent	-22.20	296,515.23
Deposit	01/23/2019			Deposit	0610 · General Supplies	0.35	296,515.58
Check	01/23/2019	DBT	Amazon.com		0650 · Software	-19.98	296,495.60

Compass Academy
Bank Transaction Detail
As of January 31, 2019

Type	Date	Num	Name	Memo	Split	Amount	Balance
Check	01/24/2019	DBT	Starbucks	student recruitment	0580 · Travel, Regis, Ent	-33.90	296,461.70
Deposit	01/25/2019			Deposit	0610 · General Supplies	0.70	296,462.40
Check	01/28/2019	DBT	Bill.com	Monthly charges	0313a · Bank Fees	-106.84	296,355.56
Check	01/28/2019	DBT	Amazon.com		0640 · Books and Materials	-24.95	296,330.61
Check	01/28/2019	DBT	Amazon.com		0610 · General Supplies	-62.98	296,267.63
Deposit	01/29/2019			Deposit	-SPLIT-	3,254.28	299,521.91
Bill Pmt -Check	01/29/2019	2419	Raquel Zapata		7421 · Accounts Payable	-387.00	299,134.91
Bill Pmt -Check	01/29/2019	2420	Nakato Nteza		7421 · Accounts Payable	-45.00	299,089.91
Bill Pmt -Check	01/29/2019	2421	Steicy Mendoza		7421 · Accounts Payable	-671.25	298,418.66
Bill Pmt -Check	01/29/2019	2422	Bernabe Valdivia-Ramos		7421 · Accounts Payable	-397.50	298,021.16
Bill Pmt -Check	01/29/2019	2423	Erin Harned		7421 · Accounts Payable	-105.12	297,916.04
Bill Pmt -Check	01/29/2019	2424	Eva Hernandez		7421 · Accounts Payable	-166.20	297,749.84
Bill Pmt -Check	01/29/2019	2425	Aron Molina Chavez		7421 · Accounts Payable	-75.00	297,674.84
Bill Pmt -Check	01/29/2019	2426	Trino Vargas		7421 · Accounts Payable	-150.00	297,524.84
Bill Pmt -Check	01/29/2019	2427	Raquel Zapata		7421 · Accounts Payable	-255.00	297,269.84
Bill Pmt -Check	01/29/2019	2428	Bernabe Valdivia-Ramos		7421 · Accounts Payable	-150.00	297,119.84
Bill Pmt -Check	01/29/2019	2429	Yessica Luna Ramos		7421 · Accounts Payable	-176.46	296,943.38
Bill Pmt -Check	01/29/2019	2430	Eva Hernandez		7421 · Accounts Payable	-421.80	296,521.58
Bill Pmt -Check	01/29/2019	2431	Anahi Coronado		7421 · Accounts Payable	-415.95	296,105.63
Bill Pmt -Check	01/29/2019	2432	Babirye Nteza		7421 · Accounts Payable	-45.00	296,060.63
Bill Pmt -Check	01/29/2019	2433	Marisa Gallardo		7421 · Accounts Payable	-54.72	296,005.91
Bill Pmt -Check	01/29/2019	2434	Erin Harned		7421 · Accounts Payable	-129.84	295,876.07
General Journal	01/30/2019	Health liab		Bill.com 01/30/19 Payments	1072 · Bill.com Money Out Clearing	-108.45	295,767.62
Check	01/30/2019	DBT	Walmart		0630 · Food -Snack (BOLD FS FUND ONLY)	-11.17	295,756.45
Check	01/30/2019	DBT	Amazon.com		0630 · Food -Snack (BOLD FS FUND ONLY)	-38.96	295,717.49
Check	01/30/2019	DBT	Amazon.com		0610 · General Supplies	-150.25	295,567.24
Check	01/30/2019	DBT	Amazon.com		Office Supplies	-167.93	295,399.31
Check	01/31/2019	DBT	Walmart		0630 · Food -Snack (BOLD FS FUND ONLY)	-38.75	295,360.56
Deposit	01/31/2019			Interest	1500 · Interest Income	47.96	295,408.52

Total 8101 · First Bank   -4,490.79   295,408.52

TOTAL   -4,490.79   295,408.52

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Accrual Basis

Compass Academy
Profit & Loss Budget vs. Actual Expanded
July 2018 through January 2019

Page 7 of 9

	Jul '18 - Jan 19	Budget	$ Over Budget	% of Budget
Income				
1000 · Local Revenue Source				
1500 · Interest Income	428.37			
1700 · Pupil Activities				
1760 · Gifts/Contributions	2,000.00			
Total 1700 · Pupil Activities	2,000.00			
1740 · Fees				
1740a · Uniforms/Other	10,437.81			
1740 · Fees - Other	0.00	14,000.00	-14,000.00	0.0%
Total 1740 · Fees	10,437.81	14,000.00	-3,562.19	74.56%
1900 · Other Revenue from Local Source				
1990 · Other Revenue	37.50	7,000.00	-6,962.50	0.54%
Total 1900 · Other Revenue from Local Source	37.50	7,000.00	-6,962.50	0.54%
1920 · Grant income				
A to Z	700.00			
Denver Foundation	8,450.00			
El Pomar	50,000.00			
1920 · Grant income - Other	96,991.53	729,331.00	-632,339.47	13.3%
Total 1920 · Grant income	156,141.53	729,331.00	-573,189.47	21.41%
1954 · Mill Levy Funding				
1998 MLO Literacy	23,202.55	39,782.00	-16,579.45	58.32%
1998 MLO Technology	6,328.03	10,850.00	-4,521.97	58.32%
2003 MLO Academic Achievement	5,273.01	9,041.00	-3,767.99	58.32%
2003 MLO Textbooks	7,382.24	12,656.00	-5,273.76	58.33%
2012 MLO Secondary Arts	26,662.74	45,706.00	-19,043.26	58.34%
2012 MLO Enrichment and Support	22,969.69	39,391.00	-16,421.31	58.31%
2012 MLO Technology	11,974.23	20,530.00	-8,555.77	58.33%
2012 MLO Textbooks	11,974.23	20,530.00	-8,555.77	58.33%
2012 MLO Tutoring	52,858.57	90,793.00	-37,934.43	58.22%
2016 MLO Classroom Technology	17,562.19	29,913.00	-12,350.81	58.71%
2016 MLO Equalization	45,732.09	20,571.00	25,161.09	222.31%
2016 MLO Great Teachers	38,577.15	65,703.00	-27,125.85	58.71%
2016 MLO Support for WholeChild	39,909.35	67,974.00	-28,064.65	58.71%
2017-19 MLO Tech Bond	0.00	49,809.00	-49,809.00	0.0%
Total 1954 · Mill Levy Funding	310,406.07	523,249.00	-212,842.93	59.32%
Total 1000 · Local Revenue Source	479,451.28	1,273,580.00	-794,128.72	37.65%
3000 · State Revenue				
3113 · Capital Construction Fund	23,343.54	41,941.00	-18,597.46	55.66%
3139 · ELPA PD	13,550.75	13,551.00	-0.25	100.0%
3140 · ELPA Special Ed	11,405.80	11,406.00	-0.20	100.0%
3150 · Gifted and Talented	2,746.60			
3183 · EARSS	75,961.24	200,000.00	-124,038.76	37.98%
3192a · School Counselor Corps	0.00	80,000.00	-80,000.00	0.0%
Total 3000 · State Revenue	127,007.93	346,898.00	-219,890.07	36.61%
4000 · Federal Revenue				
4424 · Title IV SS & AA	0.00	4,653.00	-4,653.00	0.0%
4954 · Federal Revenue - passthrough				
Parent Involvement	0.00	1,816.00	-1,816.00	0.0%
4010a · Title I	0.00	164,558.00	-164,558.00	0.0%
4365a · Title III	3,605.00	11,005.00	-7,400.00	32.76%
4367a · Title II	3,584.36	10,976.00	-7,391.64	32.66%
7365a · Title III Set Aside	0.00	433.00	-433.00	0.0%
9206a · Charter Credit	0.00	36,090.00	-36,090.00	0.0%
Total 4954 · Federal Revenue - passthrough	7,189.36	224,878.00	-217,688.64	3.2%
Total 4000 · Federal Revenue	7,189.36	229,531.00	-222,341.64	3.13%
5700 · PPR	1,619,731.04	2,779,870.00	-1,160,138.96	58.27%
Total Income	2,233,379.61	4,629,879.00	-2,396,499.39	48.24%
Gross Profit	2,233,379.61	4,629,879.00	-2,396,499.39	48.24%
Expense				
0100 · Salaries				
100 · Administration	153,443.50	346,583.00	-193,139.50	44.27%
200 · Professional Staff Salaries	922,995.23	1,665,346.00	-742,350.77	55.42%
300 · Other Professional	155,530.88	50,206.00	105,324.88	309.79%
400 · Paraprofessional	13,434.80	33,333.00	-19,898.20	40.31%
500 · Clerical	25,954.97	49,543.00	-23,588.03	52.39%
0100 · Salaries - Other	0.00	20,000.00	-20,000.00	0.0%
Total 0100 · Salaries	1,271,359.38	2,165,011.00	-893,651.62	58.72%
0200 · Employee Benefits				
Clerical Benefits				

Compass Academy
Profit & Loss Budget vs. Actual Expanded
July 2018 through January 2019

	Jul '18 - Jan 19	Budget	$ Over Budget	% of Budget
5.0211 · L&STD Insurance	2.70			
5.0221 · Medicare	299.74	718.00	-418.26	41.75%
5.0230 · PERA	1,820.21	3,094.00	-1,273.79	58.83%
5.0251 · Health Benefits	2,170.57	3,780.00	-1,609.43	57.42%
5.0290 · PCOPS	2,855.60	4,726.00	-1,870.40	60.42%
Total Clerical Benefits	7,148.82	12,318.00	-5,169.18	58.04%
Other Professional Benefits				
3.0211 · L&STD Insurance	5.40			
3.0221 · Medicare	1,664.33	2,863.00	-1,198.67	58.13%
3.0230 · PERA	9,667.16	12,331.00	-2,663.84	78.4%
3.0251 · Health Benefits	6,841.96	15,120.00	-8,278.04	45.25%
3.0290 · PCOPS	15,144.54	18,837.00	-3,692.46	80.4%
Total Other Professional Benefits	33,323.39	49,151.00	-15,827.61	67.8%
Paraprofessional Benefits				
4.0221 · Medicare	192.29	483.00	-290.71	39.81%
4.0230 · PERA	812.92	2,082.00	-1,269.08	39.05%
4.0251 · Health Benefits	0.00	3,780.00	-3,780.00	0.0%
4.0290 · PCOPS	1,255.41	3,180.00	-1,924.59	39.48%
Total Paraprofessional Benefits	2,260.62	9,525.00	-7,264.38	23.73%
Principal / Director Benefits				
1.0211 · L&STD Insurance	5.40			
1.0221 · Medicare	1,614.44	3,911.00	-2,296.56	41.28%
1.0230 · PERA	8,597.32	16,846.00	-8,248.68	51.04%
1.0251 · Health Benefits	5,426.02	11,340.00	-5,913.98	47.85%
1.0290 · PCOPS	13,470.93	25,734.00	-12,263.07	52.35%
Total Principal / Director Benefits	29,114.11	57,831.00	-28,716.89	50.34%
Teachers/Certified Benefits				
2.0211 · L&STD Insurance	405.00	0.00	405.00	100.0%
2.0221 · Medicare	14,076.39	23,419.00	-9,342.61	60.11%
2.0230 · PERA	51,953.79	100,852.00	-48,898.21	51.52%
2.0251 · Health Benefits	51,343.79	113,400.00	-62,056.21	45.28%
2.0252 · Dental Benefits	73.23			
2.0253 · Vision Benefits	120.01			
2.0290 · PCOPS	83,364.11	154,064.00	-70,699.89	54.11%
Total Teachers/Certified Benefits	201,336.32	391,735.00	-190,398.68	51.4%
Total 0200 · Employee Benefits	273,183.26	520,560.00	-247,376.74	52.48%
0300 · Purchased Profess and Tech Serv				
0313a · Bank Fees	1,282.79	2,424.00	-1,141.21	52.92%
0313b · Payroll Expenses	2,831.68			
0320 · Educational Prof Services				
0320a · Contracted services	193,560.65	417,730.00	-224,169.35	46.34%
0320b · Substitutes	19,635.00	37,000.00	-17,365.00	53.07%
0320c · Whole Child Enrichment	26,212.50	30,150.00	-3,937.50	86.94%
0320 · Educational Prof Services - Other	0.00	241,495.00	-241,495.00	0.0%
Total 0320 · Educational Prof Services	239,408.15	726,375.00	-486,966.85	32.96%
0331 · Legal	0.00	2,207.00	-2,207.00	0.0%
0332 · Audit	7,500.00	7,538.00	-38.00	99.5%
0339 · Business Services	46,209.00	76,350.00	-30,141.00	60.52%
0340 · Technical Services	30,760.00	40,000.00	-9,240.00	76.9%
Total 0300 · Purchased Profess and Tech Serv	327,991.62	854,894.00	-526,902.38	38.37%
0400 · Purchased Prop. Services				
0442 · Rental of Equipment	7,924.19	16,000.00	-8,075.81	49.53%
Total 0400 · Purchased Prop. Services	7,924.19	16,000.00	-8,075.81	49.53%
0430 · Repairs and Maint	1,560.00	2,010.00	-450.00	77.61%
0500 · Other Purchased Services				
0531 · Phone/Office	1,470.69	5,400.00	-3,929.31	27.24%
0533 · Postage	1,641.70	2,010.00	-368.30	81.68%
0534 · Online Services	81,903.92	64,990.00	16,913.92	126.03%
0540 · Advertising				
Staff Recruitment	2,182.00	7,035.00	-4,853.00	31.02%
Student Recruitment	13,179.21	26,280.00	-13,100.79	50.15%
0540 · Advertising - Other	5,468.69			
Total 0540 · Advertising	20,829.90	33,315.00	-12,485.10	62.52%
Total 0500 · Other Purchased Services	105,846.21	105,715.00	131.21	100.12%
0511 · To & From School Transportation	5,634.72			
0513 · Contracted Field Trips	5,523.96	12,000.00	-6,476.04	46.03%
0515 · Shuttle Fees	130.00	1,000.00	-870.00	13.0%
0520 · Insurance Premiums				
0521 · Liability Insurance	13,730.40			

Compass Academy
Profit & Loss Budget vs. Actual Expanded
July 2018 through January 2019

	Jul '18 - Jan 19	Budget	$ Over Budget	% of Budget
0525 · Unemployment Insurance	3,692.50	5,629.00	-1,936.50	65.6%
0526 · Worker's Comp Insurance	8,706.00	14,636.00	-5,930.00	59.48%
0520 · Insurance Premiums - Other	0.00	21,624.00	-21,624.00	0.0%
Total 0520 · Insurance Premiums	26,128.90	41,889.00	-15,760.10	62.38%
0580 · Travel, Regis, Ent				
0584 · Staff Appreciation	5,947.24	6,030.00	-82.76	98.63%
0580 · Travel, Regis, Ent - Other	4,954.87	14,211.00	-9,256.13	34.87%
Total 0580 · Travel, Regis, Ent	10,902.11	20,241.00	-9,338.89	53.86%
0594 · District Purchased Services				
0594.1 · SPED FEE 1700	61,203.24			
0594.2 · NURSE/PSYCH/SECURITY - 0594	93,289.34			
0594.3 · Facility Use Fee	143,410.52			
0594.4 · Shuttle Fees	27,336.57			
0594 · District Purchased Services - Other	0.00	554,657.00	-554,657.00	0.0%
Total 0594 · District Purchased Services	325,239.67	554,657.00	-229,417.33	58.64%
0595 · Denver Overhead Costs	66,074.65	116,983.00	-50,908.35	56.48%
0596 · Charter Food Authority	1,140.02			
0600 · Supplies				
0610 · General Supplies				
Office Supplies	4,307.46	15,000.00	-10,692.54	28.72%
0610 · General Supplies - Other	22,231.64	75,000.00	-52,768.36	29.64%
Total 0610 · General Supplies	26,539.10	90,000.00	-63,460.90	29.49%
0612 · Student Incentives	369.01	3,198.00	-2,828.99	11.54%
0620 · Energy - Gas and Electric	29.52			
0630 · Food -Snack (BOLD FS FUND ONLY)	8,087.07	15,000.00	-6,912.93	53.91%
0650 · Software	2,338.87	1,508.00	830.87	155.1%
0690 · Uniforms	13,747.42	10,000.00	3,747.42	137.47%
Total 0600 · Supplies	51,110.99	119,706.00	-68,595.01	42.7%
0640 · Books and Materials	4,965.97	6,001.00	-1,035.03	82.75%
0700 · Property				
0733 · Furnitures and Fixtures	2,444.69	6,030.00	-3,585.31	40.54%
0734 · Technology Equipment	15,342.37	40,050.00	-24,707.63	38.31%
Total 0700 · Property	17,787.06	46,080.00	-28,292.94	38.6%
0800 · Other Objects				
0840 · Contingency	0.00	10,000.00	-10,000.00	0.0%
0890 · Bad Debt	90.33	1,005.00	-914.67	8.99%
Total 0800 · Other Objects	90.33	11,005.00	-10,914.67	0.82%
0810 · Dues and Fees	2,984.05	2,386.00	598.05	125.07%
0900 · XQ Objects	19,159.00	31,160.00	-12,001.00	61.49%
Total Expense	2,524,736.09	4,627,298.00	-2,102,561.91	54.56%
Net Income	-291,356.48	2,581.00	-293,937.48	-11,288.51%

FEBRUARY BOARD DOCS

Includes January Internal Review Deck
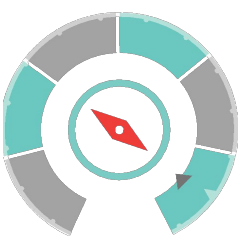
COMPASS ACADEMY
Where Learners & Leaders Grow

Short-Term Headlines

Strategic Priority	Key Progress	Current Initiatives
Data Cycles	Data cycles and aligned coaching being utilized consistently in ELA and Math	Campaign to support test prep strategies, build stamina, and decrease opt outs rolled out after January Internal Review.
Literacy	Identified key actions to improve PLT spaces through CY support, technology usage, and additional literacy-based resources for teachers.	Implementation of CY supports during PLT (within focus lists) needs finalized, and resources to be gathered and provided to teachers prior to January Internal Review meeting.
Math	Math teacher team is committed to ANet coaching and curriculum improvement and is improving.	More focus is needed in constructed response (writing) for math and data review.
Attendance	Teachers perform a deep dive with teachers around attendance data monthly. Several recent attendance initiatives indicate progress still needs to be made.	Tier 2 and 3 supports for chronic attendance students remain a challenge, but recent shifts in the Diverse Learner/Wellbeing team will allow for greater bandwidth for these students starting in January.
Culture	Mid-year Survey and HSA data inform small group/individual interventions. Test prep strategies and test engagement have been ramped up in preparation for testing season.	Additional support for culture/trauma support is needed for both administrators and for teachers. Continuing PBIS initiatives for student support and Tier 3 groupings in Wellbeing.

Metrics for Strategy's Success (with status):

1. All prioritized standards and instructional strategies determined through our data cycle are occurring in 80% of observed spaces.

Key Support Strategies (with status):

1. ANet driven PD and coaching for math/ELA teachers (in progress on track)
2. Strong data cycles utilizing specific interim data (in progress on track)
3. PLT/Intervention spaces support key gaps (in progress)
4. School wide instructional approaches that support literacy (in progress on track)
5. Daily expectations of PARCC assessment exposure through Do Now and Exit Ticket utilizing ANet tools for CMAS alignment (in progress on track in Math)

Internal Review Questions to Monitor This Strategy:

1. Do we have shared clarity on the strategic priorities and major goals?
2. Are the coaching and data cycle structures in place to support our content based strategies?

Action Item	Status	Next Steps	Responsible	Other Notes
Launch monthly internal review process	On Track	Internal Review ongoing and process review planned for February meeting	Laura	
Confirm assessments to use to measure growth and predict performance	On Track	MAP testing shifting to spring (no winter assessment). STAR Reading implemented monthly within Science classes.	Compass Leadership / SDD	ACCESS testing throughout January and ended before strike. Winter HSA completed.
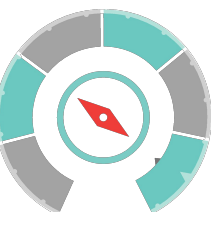
Metrics for Strategy's Success (with status):

1. All students grow 1.5-3.5 years in reading (STAR Reading).
2. 80% of students hit individually determined ELA PARCC growth goal (as determined by previous performance band).
3. Prioritized reading strategies are being implemented in 80% of classrooms.

Key Support Strategies (with status):

1. ANet Partnership (completed)
2. Implementation of Sheltering Strategies/Close Reading Strategies/Signposts (in progress on track)
3. Incorporate reading standards across content, identify groups for differentiation (in progress on track)
4. Lesson plan reviews for implementation of reading strategies (in progress off track)
5. Multiple teachers in spaces, Span push-in supports, 4 kinds of PLT, ELD push-in strategy (completed)

Internal Review Questions to Monitor This Strategy:

1. Are students on track to meet growth targets and show improvement on state assessments?
2. Are coaching and individual support structures working and how do we know? Are we implementing with fidelity?
3. Are PD and group learning structures working and how do we know? Is ANet support working?
4. Who is performing on which standards/focus questions and what are we doing about it? Are we using interim assessment data to drive instruction across all instructional spaces at CA?
5. How well are specific interventions working? (Including push in, PLT, utilization of the City Year team)
6. Are key instructional practices being consistently implemented in support of focus questions and standards aligned grade level appropriate instruction?
7. Is literacy and reading growth being reinforced across all instructional spaces?

Deeper Dive into STAR performance reveals large % of students "remaining" at their current Grade Level

What does this data tell us:

- 58% of students are growing and closing gaps, some (36%) at levels that are on target to match strategic goals.
- 26% of students are not completely disengaged but also do not demonstrate growth - a large subpopulation that has potential to move to the next band.

Our hypothesis: Students aren't taking the STAR test with the same seriousness as ANet and so overall growth is difficult to measure

Action Steps:

- Make low-lift small improvements/changes to testing environments which will should provide more accurate results and make STAR a better measure of growth (e.g. reduce % of remained students)
- Focus on moving "Remained" students to the next band will predict CMAS growth.

Whole School STAR Growth from Original Assessment

Pie chart segments:
- 26% (yellow)
- 36% (blue)
- 9% (red)
- 7% (orange)
- 22% (green)

Legend:
- Accelerated Growth (blue)
- Opted out (red)
- Dropped (orange)
- Grew (green)
- Remained (yellow)
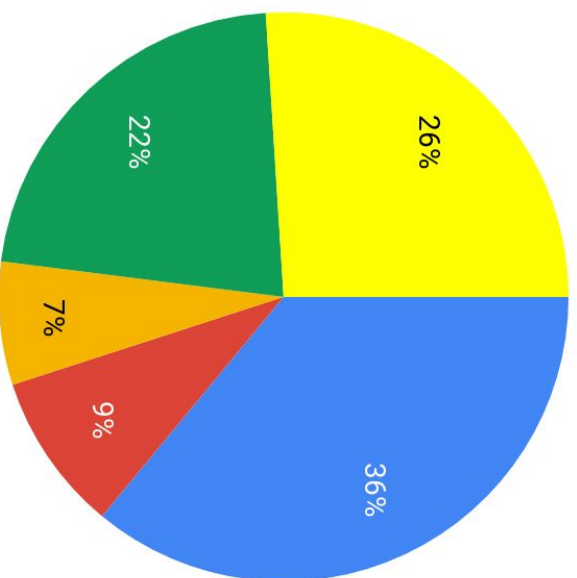
Key	Grade Levels of Growth
Accelerated Growth	1.0+
Grew	+0.5-0.9
Remained	+0.49 to -0.49
Dropped	-0.5-0.9
Opted out	-1.0+

Overall STAR Performance & Growth Indicators indicate some growth but not at desired levels – but is that the whole picture?

What does this data tell us:

- Students are growing but on avg.only small changes in Grade Level Equivalency, especially in 6th and 8th
- Student growth is slowing as the year progresses (especially 6th and 8th)
- Students in 6th and 8th are growing at a lower percentile
- 7th Grade saw a dip in December but improvement in Jan/Feb

What this data doesn't tell us/Remaining Challenges:

- Wide variation in student performance (from completely opting out to total engagement) *may not be uncovered through only reviewing avg. growth*
- STAR's differences offer benefits (quick and easy to assess) but also challenges (see above) that require digging further to identify root cause. Is STAR the best predictor of CMAS performance.

Whole School Yearly STAR Growth

Beg of Yr to Jan - New Calc.

27%	Accelerated Growth
16%	Grew
38%	Remained
9%	Dropped
10%	Opted out

Beg of Yr to Feb - New Calc.

36%	
22%	
26%	
7%	
9%	

Legend:
- Accelerated Growth
- Grew
- Remained
- Dropped
- Opted out

6th Yearly STAR Growth
5%

Beg of Yr to Jan - New Calc.

23%	
19%	
37%	
10%	
11%	

Beg of Yr to Feb - New Calc.

36%	
19%	
29%	
11%	

Legend:
- Accelerated Growth
- Grew
- Remained
- Dropped
- Opted Out

7th Yearly STAR Growth
8%

Beg of Yr to Jan - New Calc.

37%	
15%	
26%	
10%	
12%	

Beg of Yr to Feb - New Calc.

41%	
26%	
23%	
2%	

Legend:
- Accelerated Growth
- Grew
- Remained
- Dropped
- Opted Out

8th Yearly STAR Growth
5%

Beg of Yr to Jan - New Calc.

21%	
15%	
52%	
7%	

Beg of Yr to Feb - New Calc.

32%	
19%	
28%	
8%	
13%	

Legend:
- Accelerated Growth
- Grew
- Remained
- Dropped
- Opted Out

- **58% of all students growing .5+ grade levels** (55%, 67%, and 51% in 6th, 7th, and 8th, respectively)
- Overall **yearly growth improved in all grades** from Jan to Feb.
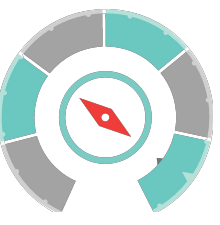
STAR January Learnings and Literacy Plans - Testing Strategies

January STAR small shifts:
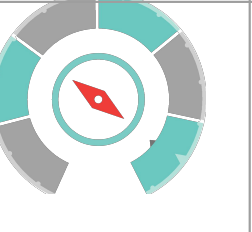
- Email request to ELA teachers to discuss STAR test with students prior to testing

- Email request to Science teachers to "warn" students about STAR test, and reminders about setting solid testing environment

- In 7th Grade, Compass Leadership stopped into most classes taking STAR to remind students of its importance

- ELA teachers used Content Time to review STAR data and craft individual reflection sheets for their students. Data walls celebrating STAR growth and status were used for the first time.

Upcoming Literacy Initiatives:

- Grade level plans tailored for their students

- January shifts to be adopted for all grade levels to further test whether changes will results in fewer students in the "remaining" band

- Grade levels created calendars of events and campaigns for assessment strategies and warm-ups.
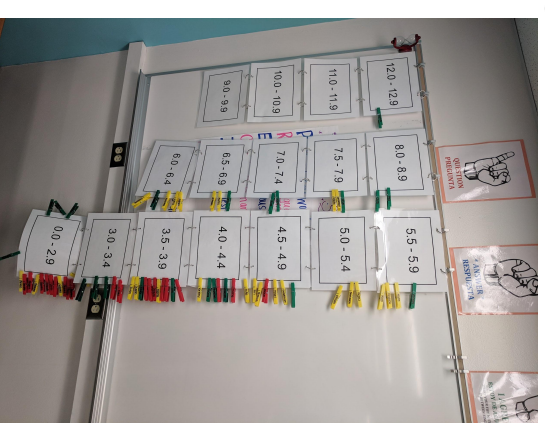
Priority 2: Literacy

Action Item	Status	Next Steps	Responsible	Other Notes
Determine performance goals with assist from ANet	On Track	Prep PLT reflection for February meeting	Laura	
Identify/improve literacy practices within SS and Sci	On Track	Data review of SS and Sci lesson plans indicate improvement in literacy practices, esp. in SS	Laura/Compass Leadership	Will continue to monitor
2/4/19 PD with CMs focused on developing Close Reading strategies in all spaces and improving CM communication with teachers	On Track	Observe CMs in spaces for implementation of close reading strategies and improved communication with core teachers.	SDD/CY Impact Manager/Compass Leadership	
Improve PLT usage towards reteaching standards identified through ANet	Making Progress	Continuing to monitor PLT shifts through data collection.	Laura/Alexis	
Writing campaign and strategies pushed out to teachers	On Track	Continued writing resources provided at subsequent PDs with time for teacher planning to implement.	Compass Leadership	

Metrics for Strategy's Success (with status):

1. 80% of students hit individually determined Math PARCC growth goal (as determined by previous performance band).
2. Prioritized math strategies are being implemented in 80% of classrooms.

Key Support Strategies (with status):

1. Consistent use of data cycle of math performance and needs utilizing ANet. (in progress on track)
2. Use power standard to create a scope for Math PLT spaces . (in progress on track)
3. Analyze student data to identify groups for differentiation/PLT/ Interventions (in progress on track)
4. Purchase of Math Curriculum (Connected Math) to support the implementation of philosophical approach. (completed)

Internal Review Questions to Monitor This Strategy:

1. Are students on track to make growth targets and show improvement on state assessments?
2. Are coaching and individual support structures working and how do we know? Are we implementing with fidelity?
3. Are PD and group learning structures working and how do we know? Is ANet support working?
4. Who is performing on which standards and what are we doing about it?
5. How well are specific interventions working? (Including push in, PLT, utilization of the City Year team
6. Are key instructional practices being consistently implemented in support of standards aligned grade level appropriate instruction?
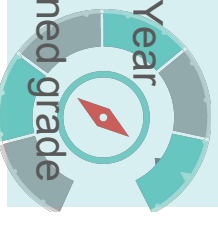
ANet "Omitted Response" Analysis indicates students are not answering all questions during ANet Assessments

Action Step: Compass Leadership is sharing with both ELA and Math teams during content meetings to plan how to provide testing strategies that include checking that all questions have been answered prior to submitting. The next round of ANet assessments will be monitored to determine if "omitted" questions are reduced and what effect it has on overall ANet performance. Correlation between STAR opt outs and ANet omitters is also being analyzed for small group pull-outs and additional initiatives.

Math ANet Assessment 1 - Omitted Response Analysis

	Total Students that took A1	Omitteds on A1	% of Students in Grade	% Omitted Response that are ELLS	% Omitted Response that are SpEd	% Omitted that are Males	%Omitted that are Females	Avg. School Bonding Score for Students who Omitted	Avg. Perseverance Score for Students who Omitted	Avg. Attendance for Students who Omitted	Avg. Growth on STAR for Students who Omitted
6th Grade	73	0	0%								
7th Grade	108	34	31%	47%	6%	59%	53%	-0.06	-0.48	89.6%	0.44
8th Grade	67	4	6%	50%	50%	100%	0%	0.74	0.21	92.8%	0.15

Math ANet Assessment 2 - Omitted Response Analysis

	Total students that took A2	Omitteds on A2	% of Students in Grade	% Omitted Response that are ELLS	% Omitted Response that are SpEd	%Omitted that are Males	%Omitted that are Females	Avg. School Bonding Score for Students who Omitted	Avg. Perseverance Score for Students who Omitted	Avg. Attendance for Students who Omitted	Avg. GL Growth on STAR for Students who Omitted
6th Grade	79	4	5%	50%	25%	75%	25%	-0.39	-0.41	88.7%	-0.27
7th Grade	108	25	23%	44%	4%	52%	48%	0.08	-0.55	86.9%	0.78
8th Grade	85	33	39%	30%	0%	30%	70%	-0.22	-0.24	87.8%	0.45

Change from A1 to A2

	Change in % of Omitted from A1 to A2	# Students who Continue to Omit	# Students who Stopped Omitting	# Students who Started Omitting
	5%	0	0	4
	-8%	14	20	11
	33%	0	4	33
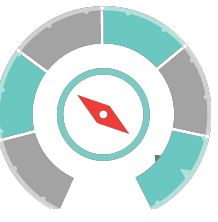
Current Considerations for "Omitted Response"

Omitted Response Idea Generation	Progress
ELA Team is meeting with small groups of students who show having omitted questions as a pattern on STAR and on Anet to uncover root cause	In progress
ELA and Math teams to create "how to" when approaching a challenging question and encourage students not to omit answers.	To be completed
Frequent flyers on the omitted reports will be grouped together for a pep talk with a teacher before they enter the CMAS exam.	To be completed
Students will reflect on Anet progress and be celebrated for growth	To be completed
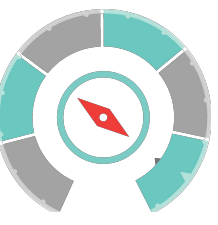
Priority 3: Math

Action Item	Status	Next Steps	Responsible	Other Notes
Determine performance goals with assist from ANet	On Track	Prep PLT reflection for December meeting	Laura	
Improve PLT usage towards reteaching standards identified through ANet	On Track	Reteach standards and scope/sequence identified after ANet interim data meetings	Compass Leadership	
Improve ELD push-in support utilization	On Track	Future internal review analysis	Compass Leadership	
PLT focus on writing within math	On Track	Continuing PDs and during Teacher Check-ins	Compass Leadership	
Monitor growth for Spanish Math class and students taking CMAS in Spanish	On Track	Ongoing	Alexis	
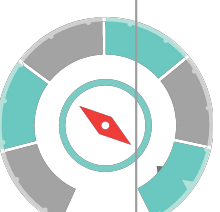
Metrics for Strategy's Success (with status):

1. 40-50% of students achieve 95% attendance or higher.
2. 75% of students achieve above 90% attendance.

Key Support Strategies (with status):

1. Morning Pack contains focus on Compass Points and Competency development, team-building and culture, relationship building, and an Attendance Focus. (in progress on track)
2. Compass Attendance campaign (in progress)
3. City Year focus list support (in progress on track)

Internal Review Questions to Monitor This Strategy:

1. Is attendance shifting? Is chronic absenteeism decreasing? Are systems in place working and for whom?
2. Are attendance support strategies (attendance campaign) working with fidelity? How well are specific interventions working?
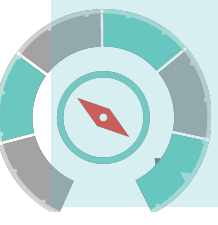
Q3 Weekly Attendance by Grade

- 6th Grade
- 7th Grade
- 8th Grade

X-axis labels:
- Wk28 (1/7-1/11)
- Wk29 (1/14
- Wk30
- Wk31(1/28-2/1)
- Wk32(2/4-2/8)
- Wk33 (2/11-

Y-axis: 70.0%, 75.0%, 80.0%, 85.0%, 90.0%

Data labels:
- 6th Grade: 87.1%, 82.6%, 84.6%, 86.9%, 79.7%
- 7th Grade: 85.5%, 85.8%, 84.6%, 85.7%, 82.2%
- 8th Grade: 81.9%, 83.0%, 78.7%, 76.9%, 74.6%, 70.5%
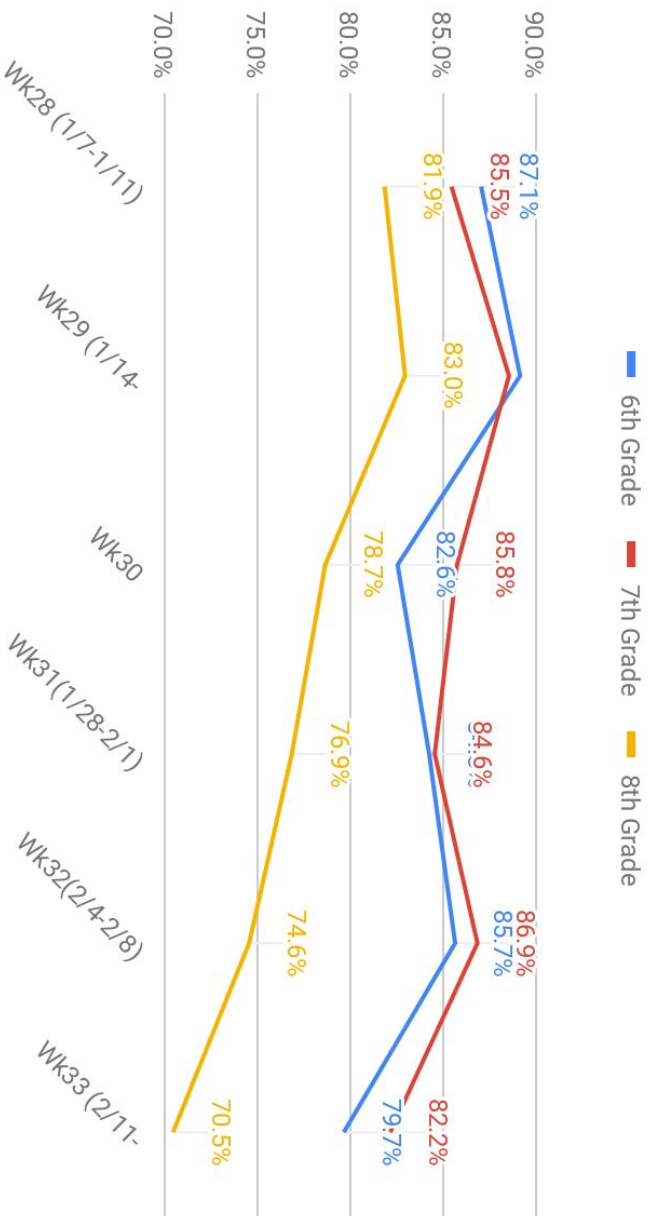
Metrics:
35% of Students above 95% ADA

60% of Students above 90% ADA

Takeaways:
- Attendance improved in the 2nd week of January to above-December avgs., but dipped in Wk30 during the 4-day week (1/22 to 1/25).
- Attendance Champion effects are in question. More Attendance surveys and feedback from teachers may result in improvement or additional focus/efforts.
- Do we have a relationship gap?
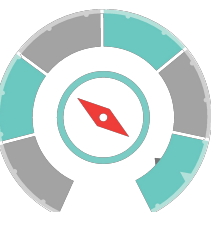
School Bonding Trait - Breakdown by Score				
	Total Students	Avg. Attendance Rate	Opt out Rate - 1 grade level drop	Opt Out Rate 2 - Dropped 30 SS points
Strength	48	93.3%	6%	21%
Norm	170	91.1%	8%	26%
Challenge	49	88.0%	12%	22%

School bonding measure in HSA good indicator of attendance rate

How are we improving relationships with our students, specifically the X number in 80-89 range?

- CY focus lists
- Teacher Champions
- Dances
- Daily incentives for Tier 3 students
- Opening Pack Teacher root cause analysis

Action Item	Status	Next Steps	Responsible	Other Notes
Create an Attendance Task Force/System to identify and support Tier 2 & 3 students at multiple levels	Making Progress	Wellbeing check-ins with Tier 3 students when they attend.	Compass Leadership Team and SDD	Add'l work needed to identify interventions for students.
Champions chosen for 15 students per grade in Below 80%/80-89%/90-94% Tiers for intensive supports.	On Track	Data review indicates improvement needed. EWIs week of 2/4/19 reviewed data and improved interventions.	Alexis	In some cases, students graduated the champion lists and new at-risk students were added.
Monthly EWI focus on Tier 2 and 3 attendance students	On Track	EWI time devoted each week for follow-up and intervention/data review.	Alexis	
Daily morning home visits/phone calls for absent students between 80-95% attendance	On Track	Improved call lists to spread out calling for students on Focus Lists so add'l calls can be made.	Compass Leadership/ Alexis	CY making these calls each morning - same day response to absences.
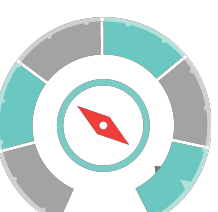
Action Item	Status	Next Steps	Responsible	Other Notes
Attendance recovery through CY Tutoring after school	On Track	Promote through Opening Packs to improve attendance rates	CY/Compass Leadership	
Tardy targeting to students with chronic tardies	Making Progress	Working with CY to identify process for keeping students after school to make up missed time.	CY/Compass Leadership	
Major efforts to reach students below 70% through home visits, calls, and positive incentive intervention.	On Track	Gathering truancy documentation and finding root causes for add'l supports.	Wellbeing/Compass Leadership/Alexis	
CY growth and maintenance incentives for AttenDANCE, and commitment to Focus Lists	On Track	Alexis to review attendance for students on FLs to confirm improvement	Alexis	
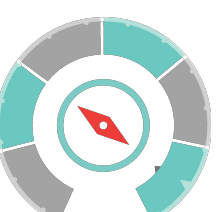
Metrics for Strategy's Success (with status):

1. 80% of teachers observed giving instruction on personal and student brain states during the year.
2. Teachers will create grade level goals using HSA data and display them in classrooms/hallways.

Key Support Strategies (with status):

1. Provide ongoing school-wide learning and support around trauma-informed care with support from Dr. Eldridge Greer.(in progress off track)
2. Collaborate around meeting unmet needs in EWI and grade level meetings.(in progress on track)
3. Identify and fund additional staffing/community resources to support the Wellbeing team.(completed)
4. Leadership team walkthroughs collecting data on level of implementation of trauma-informed care.(in progress on track)

Internal Review Questions to Monitor This Strategy:

1. Is a consistent approach to trauma informed support and discipline (namely conscious discipline) being implemented across instructional spaces?
2. Are students having a positive and supportive experience with our approach to culture and discipline?
3. Are adults in the building supporting culture and discipline in the right ways? Does our approach to culture/discipline allow us to balance this priority with the others?
4. Are we increasing minutes of instruction and regulating spaces through culture and discipline approaches?
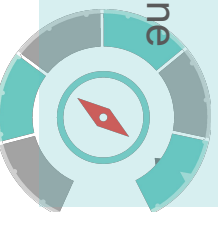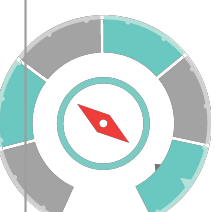
Priority 5: Culture

Action Item	Status	Next Steps	Responsible	Other Notes
Use HSA-R to determine growth/change of SEL status	On Track	Scheduled in May	Alexis	
Wellbeing Team targeting HSA Tier 3 support score students in small groups	On Track	Improve tracking of interventions and communication with teacher teams	Wellbeing	
Address Teacher fatigue and build out recovery strategies to support and retain teachers	Making Progress	Retention strategies investigations/ salary audits	SDD/Compass	
Reschedule trauma-informed care meeting with Dr. Eldridge Greer	On Track	Due to snow day, original meeting was cancelled. Pending end of strike	Compass leadership	
Adjust special education, SEL, well being systems and decision structures to support capacity	Complete			

Priority 5: Culture

Action Item	Status	Next Steps	Responsible	Other Notes
Find and hire strong leader to support longer term trauma informed strategy	Not Started			
Grade level planning for Assessment prep	On Track	Follow-up after 2/4 - Teacher-led initiatives and incentives before/during/after testing	Compass leadership	Follow-up in EWI and Grade Level Meetings
Improve test assessment strategies used in classes in lead up to testing season	On Track	2/11/19 PD dedicated to test strategies	Compass leadership	ELA teachers to roll out Achieve3000 bootcamp to all teachers
Test proposed improvements towards testing environment and messaging with STAR	On Track	Clarify and create consistent messaging to students, observe testing environment and reflections post-assessment	Compass leadership/ SDD	
Collect data on student assessment performance correlated with student self-reflection about mood/effort	Making Progress	Collect student reflections post-STAR and analyze data	Alexis	

Strategy Proposal for 2019-2020 School Year

Approach	Proposal Overview		Implications				
	Opportunities	Threats	Enrollment	Programming	Budget	Accountability	High School
2019-2020 School Year Proposed Approach This approach reflects a reduction in 8th grade enrollment to minimize late-transfers to Compass as well as adjustments to programming to best support the enrollment trends that the school serves a disproportionate and growing number of Tier 2/Tier 3 students.	Reducing the number of transfers and having better tailored programming to meet the needs of students will allow the team to focus on supporting students in a long-term and meaningful way.	A reduction in enrollment creates budget challenges for Compass' programming need to be addressed through private funding, reductions in costs, or both.	In this model there would be minor Adjustments to Enrollment (e.g., maintaining grades 6 and 7 while reducing grade 8 to 100 in order to not take on significant additional 8th grade transfer students)	In this model there would be minor shifts to Compass' programming need to be addressed by the school and the Board through either cost reduction, fundraising, or both.	Any reduction in enrollment would create budget gaps that will need to be addressed through either cost reduction, fundraising, or both.	Given SPF models, it is likely Compass will receive a 2 Year SPF Orange Rating. This is likely reflective of the school being on track for 1-year Yellow performance for the 2018-2019 School Year.	Compass and the SDD would continue HS Design work, but opening remains dependent on SPF performance, an alternative approval from DPS, or an alternative approach for the HS.
Level of Control Compass has with each Implication →			**High** – we can set our enrollment targets, which will limit 8th grade transfers. However, we remain subject to Choice Office enrollment policies and practices along with declining enrollment in SW Denver	**High** – we control our programming and have autonomy in a number of areas. However, we still must be reflective of DPS policies on transportation, schedules, and our shared space with Lincoln.	**High** – we control our budget and spending, however, any reduction in enrollment will create a reduction in student dollars. Additionally, pursuit of the HS will greatly affect the budget.	**Limited** – we are unlikely to break past a 2 Year Orange Rating based on scenario modeling of the SPF. Compass would need to achieve Green status or higher on one-year performance to achieve Yellow Status.	**Limited/Unknown** – Based on approval from the DPS Board, we must achieve Yellow on the SPF to open a HS within DPS. It's unknown whether an alternative approach would produce different results.

Key Board Approvals that are Needed in addition to the Above Proposal

- **Trauma-Responsiveness Deep Dive** - The Compass Board will need to determine its support for a deeper dive on developing a trauma-responsive model for the school, which would start in 2018-2019 School Year with a proposal for relevant changes to the school model to be brought to the board in the 2019-2020 School Year.
- **Middle School Explorations (see Chart Below)** - The Compass Board will need to determine whether Compass Administration should explore, in addition to the above proposed shifts, opportunities for partnership at the Middle School level, including partnering with an established Charter Network, within a Zone, or with DPS in some way.
- **High School Pathways (see Chart Below)** - The Compass Board will need to determine next steps for the High School Pathways work - some which align to Middle School Explorations, as well as other alternative approaches for the future of Compass High School.

Middle School Explorations

Overview			Additional Board Considerations			
Approach	**Opportunities**	**Threats**	**Effect on MS**	**Effect on Governance**	**Effect on Accountability**	**Effect on High School**
Charter Partnership Compass MS partners more deeply with a local charter network	Access to resources and political capital	Compass may lose aspects of its identity/autonomy	**Enrollment** - Minimal **Budget** - Potential; partnership support or costs **Staffing** - Minimal **Programming** - Potential; partnership shifts	Potential; partnership could affect board structure	Potential; may have potential buffer with charter partner	HS is still possible. Likely would need to pursue similar charter partnership for HS if choosing this approach.
Role in SW Zone Compass MS partners with schools in the zone serving Tier 2/3 students	Partner schools support the role we play in the zone and our partnership is transparent to the District	May be a barrier to long-term SPF success unless District is on board with the role we play in the zone	**Enrollment** - Minimal **Budget** - Potential; zone support or costs **Staffing** - Same as Charter Partnership **Programming** - Same as Charter Partnership	Potential; partnership could affect board structure	Potential; may have potential buffer with zone	HS is still possible. Likely would need to pursue similar zone partnership for HS if choosing this approach.
DPS Partnership Compass MS Partners with DPS as a Tier 2/3 Student Demonstration Site	May alleviate accountability challenges with DPS	Compass may lose identity/autonomy	**Enrollment** - Minimal **Budget** - Minimal **Staffing** - Minimal **Programming** - Potential; DPS shifts possible	Potential; partnership could affect board structure	Potential; DPS may provide buffer for SPF challenges	HS is still possible, but it is unclear how DPS partnership would affect HS Design/implementation.

High School Pathways

Overview			Additional Board Considerations			Additional Board Considerations
Approach	**Opportunities**	**Threats**	**Effect on Governance**	**Effect on Accountability**	**Facility**	**Other**
Current Pathway No changes or adjustments to HS Approach	We're open on our own terms and on a timeline that's reflective of strong growth in performance	Could lead to a loss of XQ support and the longer timeline and changing conditions in DPS could make waiting a risk			Building challenge remains unless there is significant enrollment shifts and DPS permission to use the Lincoln campus for a 6-12 space	We have already been approved on this pathway for a 6-12 school with performance conditions
Charter Partnership Compass HS partners more deeply with a local charter network	Access to resources and political capital	Compass may lose aspects of its identity/autonomy			Building challenge remains unless charter partner has available space.	
Innovation Zone Compass HS joins or starts a new innovation zone	Builds district buy-in and give HS more CMO-like supports for the school	May impact autonomy or current partnerships			Building challenge remains unless Innovation Zone creates new opportunities.	
Lincoln Partnership Compass partners with Lincoln to develop a shared HS program/structure	Alleviates any building challenges and ensures that we meet expectations to complete a 6-12 pathway for students	Could be a challenging partnership or require significant changes for Compass programming			No building challenge in this partnership.	
Separate Charter Compass HS charter is separated from current 6-12 charter	Potentially removes dependence on MS success in order to open HS	Does not guarantee HS charter approval by DPS or state and could take a long time for approval			Building challenge remains.	
Charter by the State Compass HS pursues a state-based charter.	Changes accountability system for the HS	Is separated from resources and supports from DPS. Many unknowns			Would likely need a private facility for the HS.	
Charter from Neighboring District Compass HS pursues charter from neighboring district.	Changes accountability system for the HS	Could have major costs due to being separated from resources and supports for DPS. Many unknowns			Building challenge remains unless buildings are available in the neighboring district.	
No High School Compass HS is indefinitely put on hold	Allows all teams to focus primarily on MS performance	No pathway for our 8th graders; Major funder and budget implications			No building challenge in this pathway	XQ Grant ends, would impact Compass budget

Innovation Zone Strategies Update

Task Force Meeting: February 11, 4:00 – 7:30

In Attendance: Mary, Jessica, Marcia, Denise, Nate, Ryan (by phone)

Purpose behind Compass investigating the joining/creation of an Innovation Zone?

- Model sustainability
- Financial sustainability
- No longer a single site - seen as a collective with more potential bargaining power
- Clearer messaging on our innovation purpose
- Create a perception of a restart through a strong narrative

In general, what are the benefits of joining/creating an Innovation Zone?

- In addition to charter autonomies we currently have, the biggest benefits to Compass would be:
  - Economies of scale
  - Reorganization of the board/governance structure is potentially a restart narrative which might lower the pressure to close the school
  - If a District school, teachers receive district salaries
  - The potential to push on SPF indicators - would also need to talk with the state if we wanted to use something entirely different (Zones haven't done this work yet)
  - Compelling narrative of multiple schools working together to solve a big problem
  - A continued ability to fundraise and partner with outside entities

In general, what are the risks of joining/creating an Innovation Zone?

(Some of these risks are mitigated if we can remain a charter in the zone)

- Less control over HR
  - DPS HR policies - ProComp/base salaries are all dictated
- Legal and political risks - charters are protected where zones are not – not an equivalent charter law
- Zones are directly impacted by District decisions
- Every three years they can dissolve zones (Mary and team are working on this concern now - the innovation law is a challenge)
- District has said they are not approving any more zones at this time
- We lose control over our single site board and autonomy

Strategy Thoughts:

- What would we offer the District – what is their motivation to support this idea?
  - Value is not just for Compass but for other schools in DPS - potentially across governance structures
  - We are going to help increase the District's capacity to pilot and learn from different approaches to Trauma and Bilingual programming
    - We will pilot some SEAD metrics – data and how to measure progress
  - We are helping the District solve a problem – it is not just that we want to help problem solve for a traditionally underserved population of students – no one has figured out how to stop the revolving doors of closure and restart for this population in the SPC process
  - A collaborative approach may help serve declining enrollment within a zone
  - District would potentially ask for voluntary agreement to close our school if we didn't improve within the supports of the zone
  - Not going to just let us create a zone and restart the clock - this will need to be crafted in the narrative

Process Notes:

- If Compass chose to join a zone, DPS might not have a say in that decision
- Zone application is similar to charter application (on shorter timeline)
- All options operate on a slow and unclear timeline as they require careful stakeholder engagement (gradually building support) over time

Possible Pathways:

Mixed Zone - A combination of charter and district schools in one zone
District Zone - Compass would become a district school and partner with other district schools
All Charter - Create a zone with other charter schools
Similar Schools - The creation of a zone is based on a similar profile (bilingual schools? Trauma Informed schools?) - less potential of feeder patterns, but possible
SW Denver - The creation of a zone is based on a geographical area with potential feeder patterns

In Order of Preference

	Opportunities	Risks	Financial Sustainability	Model Sustainability	Accountability/ SPF restart	Viability of HS 2020 opening	Process/ Timeline
Mixed Zone/Similar Schools	Shared learning opportunity across governance; Anne Rowe (and maybe others) interested in creating mixed zone; Shared voice on challenges of serving a high needs population; Provides the District with an alternative to SPC process	How to negotiate governance – few models to draw from; Time needed to figure out the governance agreement	Have not yet vetted; Fundable innovation	High – maintain Charter status	May have a narrative for schools to get a longer runway for the shared learning	Unlikely without a single year at Yellow. Immediate advocacy for HS launch could weaken our zone narrative	Unclear – District has said they are not accepting new zone proposals.
Collaborative Agreement Similar Schools	Very similar to mixed zone without calling it a zone – may be receptive as an innovation strategy for the District – especially if it is across governance; No change to governance	Much weaker alliance – may not have enough accountability for the District – depends on the agreement language; Timeline for implementation	Could bring in new dollars	Model autonomy	May have a narrative for schools to get a longer runway for the shared learning but weaker than the zone	Highest viability with the most autonomy to make the decision to open; Could get early buy-in for shared learning	Doesn't exist, which will take longer to create and get agreement learning
District Zone/Similar Schools	This may be more attractive to DPS (this is option B after mixed); The District will see us as a committed partner with all the same opportunities as the Mixed/Similar option above	As a District Innovation school, we have less protection from being closed (to parallel charter law)	Financial autonomy with the DPS salaries being provided; Fundable innovation	Innovation protection for model	May have a narrative for schools to get a longer runway for the shared learning	Unlikely without a single year at Yellow. Immediate advocacy for HS launch could weaken our zone narrative	Unclear – District has said they are not accepting new zone proposals.
District Zone/SW Denver	Advantage of creating a feeder pattern zone; Create a pathway zone in SW Denver with same messages as Mixed Zone – shared learning opportunities; Could offer a strategy for lower enrollment challenges	As a District Innovation school, we have less protection from being closed (to parallel charter law)	Financial autonomy with the DPS salaries being provided; Fundable innovation	Innovation protection for model	May have a narrative for schools to get a longer runway for the shared learning	Unlikely without a single year at Yellow. Immediate advocacy for HS launch could weaken our zone narrative	Unclear – District has said they are not accepting new zone proposals.
Single Site Charter	Clear process and timeline; Advocacy just around fair SPC process; We have charter law behind us	No collaborative power; Isolated and easier to close	Same as current financial position	Strong	Weak – the ability to change the narrative is diminished as a single site	Contingent on our ability to argue for yellow in a single year	No change

	CMO with a contractual agreement with the District Economies of scale	All low performing might not help us	Could bring in serious dollars	Shared governing board that could be weak
All Charter Zone/Similar Schools				
All Charter Zone/SW Denver	Most charters are already in a CMO or zone of their own in SW Denver			
Mixed Zone/SW Denver	Most charters are already in a CMO or zone of their own in SW Denver			
Join Luminary (existing zone)	Doesn't position us to offer something to the District under this umbrella			
Innovation School with a non-profit board				

Misc. Next Steps:

- Investigate trauma center in Louisiana (Ryan has connection)
- Ultimately, want to set up a meeting with DPS partners and potential funders at the table (Angela, Carrie, Jennifer, Anne? Eldridge? McGlone? RootEd, Compass, SDD) to discuss best approach to solving shared set of problems: Our students are not seen on the SPF, how do we address this?
- Utilize first conversation as a set up for coming back with some options – one being a zone approach – being open to different governance sites in collaboration. Options might also offer solutions to other challenges such as single site charters, enrollment challenges, an alternative to SPC closures with a new collaborative agreement etc.)
  - Continue conversation with Eldridge
  - Center visit from Carrie – possible convener of the conversation or at the very least, in attendance to draw in the other partners
  - Conversation with Sarah from McGlone
  - Plant seed with Jenn Holladay
  - Plant seed with Nadia
  - With an indication of district interest, begin following up with potential partners as needed

R. Natalie De Sole
List of Professional Conference Presentations

Below are a list of conferences I presented at AEA and CES. The * indicates we or I was paid for that presentation.

- **Harvesting Knowledge Through Reflection –** De Sole R. N.
  September 2017 – Canadian Evaluation Society – Professional Development Webinar*
  See publication

  *May 2017 **–** Canadian Evaluation Society - Annual Conference Presentation*
  See publication and a post-CES blogger's review: CES Lasting Impressions Blog

- **The Evaluator's Professional Learning Cycle: Deliberate and Reflective Practices for Improving Evaluation Practice –** Mason, S. and De Sole. R. N. with discussant Gullickson, A.
  November 2017 – American Evaluation Association – Conference Presentation
  See publication (search for De Sole)

- **Diagnosing and Improving Stakeholder Engagement: Towards Maximizing Evaluation Use** – Hwalek, M., Hazel, S. and De Sole R. N.
  November 2015 American Evaluation Association – Conference Presentation
  See publication (search for De Sole)

- **Part 1: Mechanics of Writing Convincing Evaluation Proposals** – Hwalek, M. and De Sole, R. N.
  November 2015 – American Evaluation Association – Professional Development Workshop*
  See publication

- **Part 2: Increasing the Win Rate of Evaluation Proposals** – Hwalek, M. and De Sole, R. N.
  November 2015 - American Evaluation Association Conference - Professional Development Workshop*
  See publication

- **Increasing the Evaluator's Influence: techniques and micro-practices** – De Sole, R. N. and Hwalek, M.
  June 2015 – Canadian Evaluation Society – Conference Presentation
  See publication

- **The Art of Bringing Evaluation to Life: Can Evaluators Find Flow Through Reflection?** – De Sole, R. N. and McBride, D.
  November 2014 – American Evaluation Association – Conference Presentation
  See publication

- **Writing a Winning Evaluation Proposal –** Hwalek, M. and De Sole, R. N.
  October 2014 – American Evaluation Association Conference - Professional Development* Workshop
  See publication

- **The Social Psychology of Evaluation Think Tank** – Hwalek, M. and De Sole, R N
  June 2014 – Canadian Evaluation Society – Conference Presentation
  See publication

- **EvaluationLive! Maximizing the Evaluation Experience** – Mcbride, D. and De Sole, R. N. with discussant Hwalek, M.
  October 2013 – American Evaluation Association - Conference Professional Development* Workshop
  See publication

R. Natalie De Sole, MSW
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Experience

Founder & Evaluator/Facilitator: Rooted-Growth
Denver, CO, April 2018 - Current
- Natalie founded Rooted-Growth as an organization dedicated to supporting knowledge creation through facilitation, evaluation, and capacity building.
- Clients exist both locally and internationally, while Natalie is a generalist she has a passion for organizations focused on supporting social justice efforts.
- Rooted-Growth designs evaluations, workshops, and facilitates knowledge sharing to meet the clients' informational needs.
- Current and past projects include: mentoring, education systems, adoption/child protection.

Independent Consultant: Proteknon
Virtual / Ethiopia, April– June 2018
Safer Schools, Safer Communities, for Handicap International
- Consulted for Proteknon, as part of the team of two that conducted a final evaluation of a three-year program to promote disability inclusive child protection initiatives in remote parts of Ethiopia.
- Supported the development of the appreciative inquiry design, analyzed data, and reviewed the final report.

Senior Evaluator: Vantage Evaluation
Denver, CO, January 2017 – February 2018
- Managed evaluations, engaged clients, as team leader and team member.
- Designed mixed method evaluations that met clients' learning needs, engaging relevant stakeholders to develop the design and interpret findings.
- Collected and analyzed data using a variety of qualitative methods and Dedoose to unveil the differences and similarities among stakeholder groups, complex environmental factors, and diverse data sources.
- Reported complex findings in "digestible bites."
- Developed Vantage's qualitative approach and trained staff.
- Content areas included education, health, policy, collective impact, equity and systems work in Denver, statewide in Colorado, and virtually nationwide.

Researcher: Social Program Evaluator & Consultants (SPEC) Associates
Detroit, MI, May 2011 – June 2016
- Led, managed, supported, researched and facilitated the sharing of findings of over 20 evaluations, engaging stakeholders and clients; built and maintained strong relationships with clients.
- Drafted instrument questions and incorporated stakeholder input.
- Collected data through surveys; conducted structured and semi-structured interviews, focus groups, and site visits.

Skills

Management
- Project management
- Site visit logistics
- Hiring consultants
- Fundraising

Interpersonal
- Managing evaluation advisory groups
- Facilitation
- Presentations

Design
- Key Evaluation Questions
- Logic models
- Evaluation Frameworks
- Questionnaires
- Rubrics

Data Collection
- Focus groups
- Telephone or in-person interviews
- Site visits
- Surveys

Analysis
- Qualitative
- Quantitative

Tools
- Dedoose
- QDA Minor
- SPSS
- Atlas.ti
- Microsoft Office

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- Analyzed qualitative data through rapid-assessments; coded using QDA
- Minor, and thematic analyses.
- Analyzed quantitative data using SPSS to perform mainly t-tests, chi-square tests, and Cronbach alphas; summarized findings in visually appealing ways.
- Shared findings through short memos, annual and multi-year summative reports, and PowerPoint presentations.
- Recruited, trained, and hired consultants when needed.
- Content areas included education, youth development, social justice, and systems work in Detroit and nationally.

Social Policy and Evaluation Intern:
American Indian Health & Family Services

Detroit, MI, September 2009-May 2011
- Worked on evaluation, policy implementation, and grant preparation.
- Launched a process evaluation for the Medical Clinic.
- Implemented a policy for Substance Abuse Program based on SAMHSA's expectations.

William Davidson Institute Fellow:
College for Ama

Accra, Ghana, June 2010-September 2010
- Implemented an evaluation and developed a strategic plan for College for Ama, a girls' education program in Ghana, though a William Davidson Institute grant.
- Qualitatively coded old reports and worked with program staff to create baseline and program targets.
- Developed a survey and Excel table database to track findings.
- Analyzed and reported results to the Board of Directors and facilitated a strategic plan based on their objectives and the initial evaluation findings.

Monitoring and Evaluation Intern:
Save the Children UK, South African Program

Pretoria, South Africa, March 2009-July 2009
- Led a process evaluation and piloted a Most Significant Change evaluation of Save the Children UK's "Caring Schools Program" in Phuthaditjhaba, Free State, South Africa.
- Completed an extensive document review of the 70 sites, conducted interviews, and drafted a strengths and gaps report.
- Organized, trained, and followed-up with six schools that piloted a Most Significant Change evaluation process.
- Presented all findings formally, orally and in writing to Save the Children UK South Africa's headquarters.

Education

Masters in Social Work;
University of Michigan, 2011

Focus on Program Evaluation

Bachelors in Arts;
Grinnell College, 2007

Focus on History

Recent Presentations

Canadian Evaluation Association

*Harvesting Knowledge through Reflection (2017) *presented at the conference and per CES request conducted a 1 hour follow up webinar**

Increasing the Evaluator's Influence: techniques and micro-practices (2015)

Psychology of Evaluation Think Tank (2014)

American Evaluation Association

The evaluator's professional learning cycle: Deliberate and reflective practices for improving evaluation practice (2017)

Diagnosing and Improving Stakeholder Engagement: Towards Maximizing Evaluation Use (2015)

Art of Bringing Evaluation to Life: Can Evaluators Find Flow Through Reflection? (2014)

Active Certifications

CITI Program's Human Subjects Research Certificate (2014)

Proposed Guidepost Milestones:

Guidepost Milestone	Description	Measures of Success	Deadline
1E. Student induction approach created	We've designed a robust student induction induction "base camp" approach and curriculum that builds the foundation of our student community for new and returning students.	• Student induction plan aligns to our core beliefs on fostering belonging. • Induction plan overviews a clear and actionable framework and set of experiences for incoming 9th graders, with special considerations of those that did not attend the middle school. • Induction plan aligns to the competency framework and the establishment of foundational competencies. • Induction plan includes a set of at least 10 fully built out "challenges" that students will complete to foster community, teamwork, and communication.	7.5.19
2B: Preconditions for Success Identified	We've determined a set of conditions for success for our high school model based on our most critical learning at the middle school level.	• A succinct list of essential conditions (between 5 and 10 for school success is finalized and clearly explains what we've learned at the middle school level about and what this will mean for the successful launch of our high school. • Conditions are grounded in aligned evidence (objective measures of success) from our middle school performance.	3.29.19
2C: Overview of learning created.	We've clarified our overall approach to organizing, planning , delivering, and assessing student learning. This plan highlights our unique approach to scaffolded access to rigor for all students.	• A central guiding document that names all beliefs, systems, and structures for helping all students access rigorous learning is finalized. • Our overview of learning is clear (a school leader could pick it up and implement it) and grounded in our own data on what leads to success and a broader body of research. • Our approach specifically names how we will organize (schedule, staff etc.), plan (teacher teaming, collaborative curriculum design), deliver (instructional models) and assess (range of measures) learning. • Our approach communicates a set of pedagogical methods grounded in the conclusions from our student design group work (as well as aligned schedule and staffing implications).	4.26.19
2D. Graduation requirements built, including vision for mastery credits in	We've designed a set of criteria for graduation that overviews our approach to mastery credits across academics,	• Graduation requirement framework clearly defines both our system for measuring mastery and the set of required credits needs to graduate. • Our credit system balances academic mastery measures,	6.7.19

academic domains, competencies, and bilingual growth.	competencies, and bilingual language acquisition.	competency mastery, and bilingual acquisition. ● Our system aligns to and builds off of the best current thinking in the country on non-traditional transcripts, competency mastery, and graduation requirements.	
2F: Learner and Leader competency approach finalized	Our high level student competencies and approach to whole child development is captured through a competency framework for grades 6-12 and include a set of roles/structures that support these.	● List of competencies is finalized, including 'foundational competencies' and 'non-foundational competencies' ● Full framework describes the progression of competency development from 6th to 12th grade and systems for mastery of competencies. ● Competency framework aligns to a body of research and the best current thinking on postsecondary readiness (including XQ's Learner Goals)	5.24.19
5B. Teacher residency model designed	We've finalized our program model for a City Year to teaching pathway program (through a residency year) at the high school level, building off of our lessons learned from middle school residency implementation.	● High school residency plan includes all key programmatic elements to run a successful teacher training program on site that will lead to high school teaching hires. ● Residency budget is finalized and will remain sustainable within the school's budget. ● Residency plan names a strategic growth plan (number of residents and cost implications) as the school builds out grade levels.	5.3.19
5E: School Director hired	Our School Director is hired	● High school director is well qualified for the needs of our model and has gone through a robust hiring process to ensure these qualifications ● School director start date is finalized and ensures a strong onramp to leading the school.	10.4.19
7A: Trauma/ well-being support plan finalized	Our concrete systems, routines, and structures as a trauma responsive model are determined and integrated into all elements of the school's design.	● A finalized recommendation for our trauma responsive approach to learning names the most critical beliefs, systems, and practices we will deploy. ● Trauma recommendations include staffing and budget implications. ● Our trauma plan aligns all recommendations to research and best practices being employed in other school and social work models.	4.5.19
11F: Language Plan Finalized	Our district facing language plan for the HS is ready which captures all of our key structures and approach to dual language	● Finalized language plan meets DPS framework and requirements. ● Language plan shows a clear pathway toward the seal of biliteracy for all students. ● Language plan aligns to research and the leading dual language models in the country.	10.4.19

COMPASS ACADEMY
Where Learners & Leaders Grow

*Round 1 2019 Ends 2/20

	2018-2019 Current Round 1 Numbers					
Total Forms	1st Choice	2nd Choice	3rd Choice	4th Choice	5th-12th Choice	Applications pulled
161 (as of 2/19)	74	28	33	9	13	4

Previous Years- Total Forms Ranking Compass 1st-5th							
	Total Forms	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	Total Accepted Post-Round 1
2016-2017	284	82	63	59	53	27	104
2017-2018	216	72	53	43	31	17	81

*Compass Sibling Summary	2017-2018	2018-2019
Compass students with an eligible sibling	29	37
Compass siblings who've confirmed they've chosen Compass	7	22
Compass siblings not attending Compass	4	11
Follow up in progress	18	4