



Aurora Community-Based Transformation, Innovation and Opportunity Network

ACTION ZONES

Board of Education

September 1, 2015

Call to Action

- In the 2013-14 School Year, the APS Board of Education directed Supt. Munn to develop and implement a strategy to address the growing number of schools identified on the state accountability clock. In addition, the district itself was identified on the clock.
- The administration began to identify areas of culture and capacity that needed realignment to the task of school turnaround.
- The administration also implemented key components of a cohesive turnaround strategy.

Theory of Action

- Build the culture and capacity and provide the on-going supports to maintain schools at a strong performance level.

But, if schools do struggle...

- When we connect leaders, teachers and learners to strong communities of practice, those leaders, teachers and learners can identify and build upon assets to rapidly improve the school community.

APS' B.E.S.T.

- APS identifies this systemic body of work as the Building Excellent Schools Together or “B.E.S.T.” program.
- B.E.S.T. schools are schools that are identified on the state accountability clock under SB-163.
- B.E.S.T. schools are identified to receive designated interventions, resources and other types of initiatives designed to address their specific challenges.
- Each intervention, resource, and initiative is meant to connect the leaders, teachers and learners with a community of practice in targeted areas.
- This approach aligns with the Core Beliefs set forth in “Shaping the Future”.

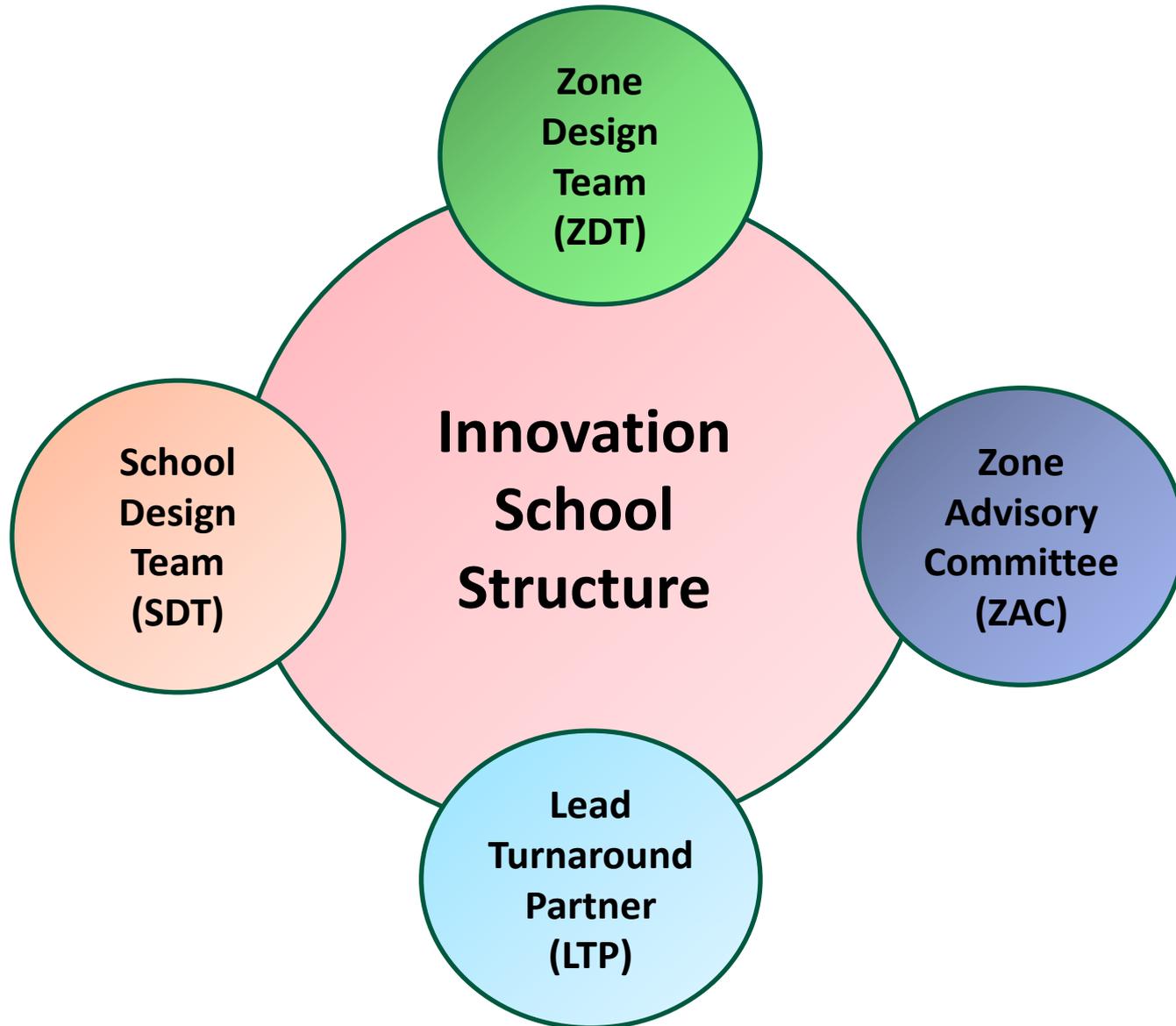
B.E.S.T. Timeline

- B.E.S.T. schools have a clear and predictable timeline for designation and implementation of strategies
- Goal:
 - To rapidly move out of designation and sustain improvement
 - To have conditions in place for Turnaround implementation or the successful engagement of a coherent school improvement strategy.
- Expectations:
 - Implementation of a Turnaround Strategy should yield identified results within two years.
 - Implementation of a School Improvement Strategy should yield identified results in one year.
- Designation identified via SPF. Designation removed upon demonstration of sustainability.

Ongoing work

- In 2014-15, 13 new schools were identified by the accountability clock. All schools have been engaged in Year 1 activities on the B.E.S.T. timeline.
- Year 2 schools have engaged in Year 2 B.E.S.T. strategies. One Year 2 school is being considered for a turnaround strategy.
- Year 3 school has implemented a school improvement strategy.
- Year 4 and 5 schools have been recommended for school turnaround.

APS ACTION Zone Design Platform



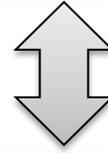
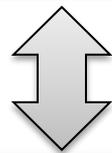
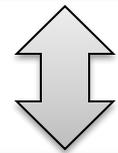
APS ACTION ZONE + MIE Partnership

School Design Teams (SDTs): stakeholders develop transformational school designs aligned with ZAC & ZDT

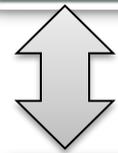
School Design Teams

School Design Teams

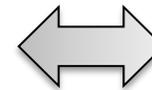
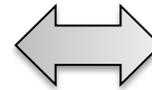
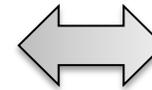
School Design Teams



Zone Design Team (ZDT): stakeholders set design pillars, define common features amongst schools and address 4 innovation areas: people, time, program and money



Zone Advisory Committee (ZAC): stakeholders set vision, align with APS 2020, leverage resources and present final design to APS Board of Education



Mass Insight Education:

- Coordinate design work
- Facilitate and support ZAC & ZDT
- Conduct SRAs
- Support SDTs
- Provide national perspective & expertise
- Advise on autonomies
- Provide partnership management tools

Zone Governance Structure

School Design Team (SDT)	Zone Design Team (ZDT)	Zone Advisory Committee (ZAC)
6-11 Core Members from the following groups: Parents Teachers Administration Classified Staff Students (HS) Community Members Principal/Designee (Convener)	9-15 Core Members demonstrating the following characteristics: Academic Rigor Innovation Practitioner Logistics/Operations Equity Theme Expertise School Representation Public Accountability Dr. Lisa Escarcega (Convener)	5-9 Core Members demonstrating the following characteristics Expertise in the themes Community connections Strategic guidance expertise Familiarity with education Issues Adept at reading the business environment Reflect the diversity of Aurora Board Superintendent Munn (Convener)
Stakeholders to Inform Specific school communities APS Schools stakeholders more broadly Community Based Organizations Local government Business community Media	Stakeholders to Inform Specific school communities APS stakeholders more broadly Community Based Organizations Local government Business community Media	Stakeholders to Inform Specific school communities APS stakeholders more broadly Community Based Organizations Local government Business community Media
Roles and Responsibilities Develop school design Prepare the innovation application Seek and receive the advice and input of the local school community Educate community about the school's purpose and performance	R&R Pillars –commonalities Address People, Time, Money, Program Develop the Design Process (MIE heavy lift) Feedback to the design plans	R&R Zone ambassadors Delivering proposal to APS Board of Education Framework of workforce outcomes Be a panel review according to parameters Approve the “package”