BLUEPRINT APS PHASE III IMPLEMENTATION FRAMEWORK

Presented by:
Rico Munn, Superintendent
June 18, 2019

Presentation Purpose

- Why is this topic on the board agenda?
  - This presentation follows up on the May 28th presentation on the Blueprint APS Framework to provide more detail around next steps and processes for Phase 3.

- What are we asking the board to do with this information?
  - Indicate its understanding of the work of Phase 3 and provide any further feedback on the direction

- How is this linked to the Strategic Plan, Vision, Mission, goals & core beliefs?
  - Blueprint APS provides an education and facilities plan that helps support the implementation of APS 2020.

Why *Blueprint APS?*

- Expired planning documents
  - *APS Capital Investment Plans for Ten Years Growth, 2008-2017*
  - *E-470 Master Plan*
- Changing enrollments overall and in various parts of the city
- Building underutilization costing district $21 million per year that could be going to programming
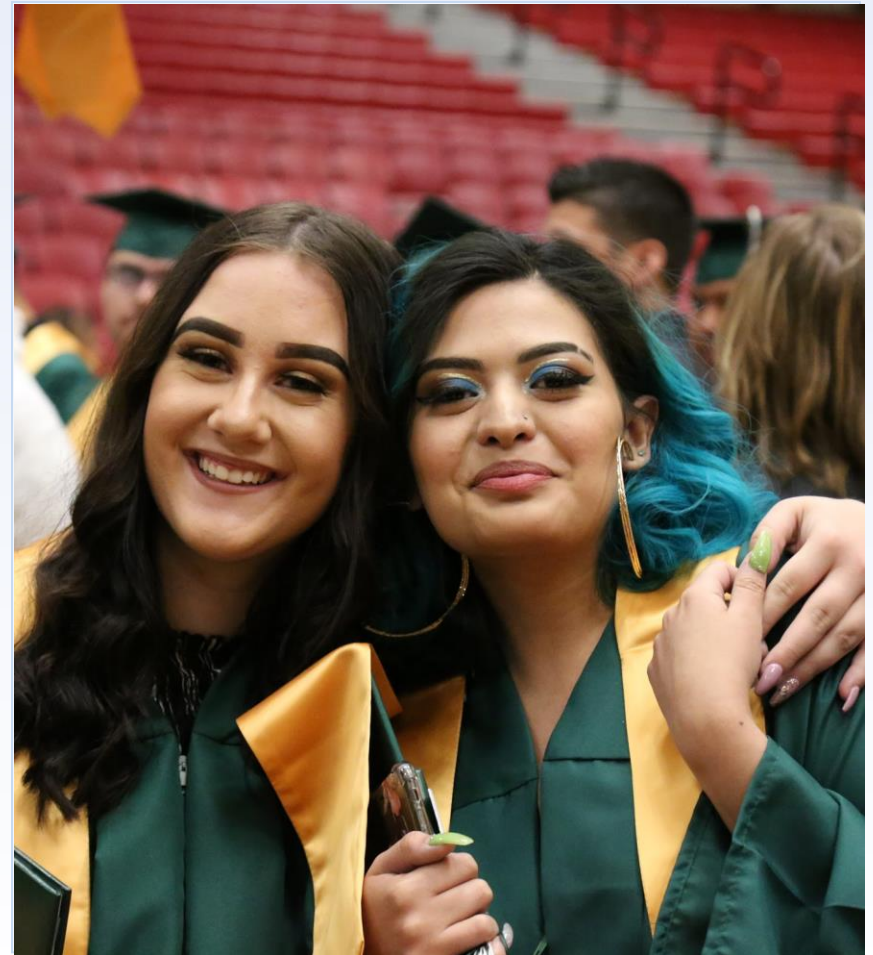
Why *Blueprint APS?*

- **Key Assumptions of current facilities plans**
  - APS will have a steady increase in the number of school age children
  - School age children will be concentrated in northwest and southwest Aurora
  - 85% will attend traditional APS schools

Original Blueprint APS Questions

The following questions were presented to the Board to frame *Blueprint APS* initially in October 2017, and then revisited with the Board in Nov. 2017, Dec. 2018, and May 2018.

1. What does the system of schools that serves students in APS boundaries look like to ensure equitable educational opportunities for all our students?
2. What does the system of traditional schools (i.e., schools run by APS) look like to ensure equity of educational opportunities across the entire district in service of APS 2020 goals and goals of future strategic plans?
3. How should APS meet the demands of growing enrollment in some parts of the district, particularly in areas with new developments?
4. How should APS respond to schools that are seeing declining enrollment as a result of a number of factors?
5. What types of instructional opportunities should the district offer for students?
6. How should APS plan for and fund new facilities or modify existing facilities to support that system and in light of anticipated and unanticipated changes?
7. What is the relationship between APS and charter schools?

Blueprint APS Timeline/Engagement Overview

- **Oct. 2017:** Board of Education discussed initial framing for *Blueprint APS,* reviewed overarching questions to explore, and affirmed need to proactively address these questions
- **Nov. 2017 Board Orientation & January 2018 Board Meeting:** Newly elected Board discussed *Blueprint APS* and overarching questions
- **May 2018-December 2018: Phase I of Blueprint APS**
  - Collected input from 1000+ community members on future of APS through 7 focus groups, 4 community forums, an online survey and 30 interviews
  - Two Task Forces developed 5 potential scenarios for the educational and facilities future of APS, as well as options relating to educational programming, core choice philosophy, school size/grade level configurations, decision making authority, and grades
- **January -May 2019: Phase 2 of Blueprint APS**
  - Board collected input from 2000+ community members on Scenarios through 3 open houses, an online survey and Board presentations out in the community
  - Board identified priorities among options from Phase 1, rather than select a single scenario
  - Board asked district staff to create a framework given those priorities
  - May 28th: Board affirmed support for Blueprint APS Framework

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Phase 1: Major Themes from Community Outreach

1. APS views diversity as both a strength and a challenge.
2. Community participants believe educational programs are the most important characteristic for student success.
3. APS should provide wrap-around services to families.
4. Participants agree that reputation plays a role in families leaving APS. Promote the positive.
5. Expansion of CTE programs is important but APS community also shows support for Foundational Classes.
6. Provide students with mental and socio-emotional health programs.
7. Create stronger connections with local employers and community resources.
8. Address staff needs for retention.
9. Smaller class sizes are more important than smaller schools.
10. The district could expand the Early Childhood Education program.
11. Extracurricular activities are an important school characteristics in preparing APS students for successful future.
12. Parents support having school choice, not increasing charter schools.

Phase 1 Task Forces Scenario Analysis

Criteria	A Aurora Scholar	B Independent & Informed	C Community Partner	D Whole Child	E Global Citizen
1. Supports strong student achievement	X	X	X	X	X
2. Supports an equitable learning environment for all students		X	X	X	X
3. Supports greater school choice for families		X	X	X	X
4. Supports the diversity in the Aurora community		X	X	X	X
5. Supports schools as center of neighborhoods	X		X	X	X
6. Supports the needs of the whole child		X	X	X	X
7. Supports greater college and career preparedness		X		X	X
8. APS can adapt to changes in enrollment in the shorter term	X	X	X		X
9. APS can execute this scenario within existing staff resources	X				
10. APS can execute this scenario in existing facilities in the shorter term	X		X	X	
11. APS can execute this scenario within existing financial resources in the shorter term	X				
12. APS can execute this scenario with existing transportation resources in the shorter term	X		X		X
13. APS can adapt to change in the Aurora community in the longer term		X	X	X	X
14. APS can adapt to changes in student needs in the longer term.		X	X	X	X
15. Requires a significant paradigm shift from the "status quo"		X	X	X	X

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Phase 2 Community Input Summary
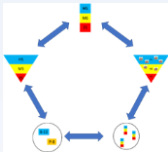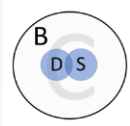
Most Important Features
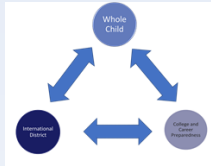
- APS provides access to programs that prepare students for college

- APS provides access to programs that prepare students for careers

- A variety of choice options for students through APS-operated schools and programs

- A variety of choice options for students through charter schools
  - *Among top features for Spanish speaking survey respondents*

- APS provides transportation for students who choose to go to a school outside their neighborhood
  - *Among top features for respondents in languages other than English/Spanish*

Least Important Features

- All schools have similar, but more limited educational programs

- Schools specialize in different educational programs, even if it means every student cannot access every program

- APS provides transportation for students who choose to go to a school outside their neighborhood

- Students can attend small schools at the secondary level

- Students attend schools close to where they live
  - *Among top features for respondents in languages other than English/Spanish*
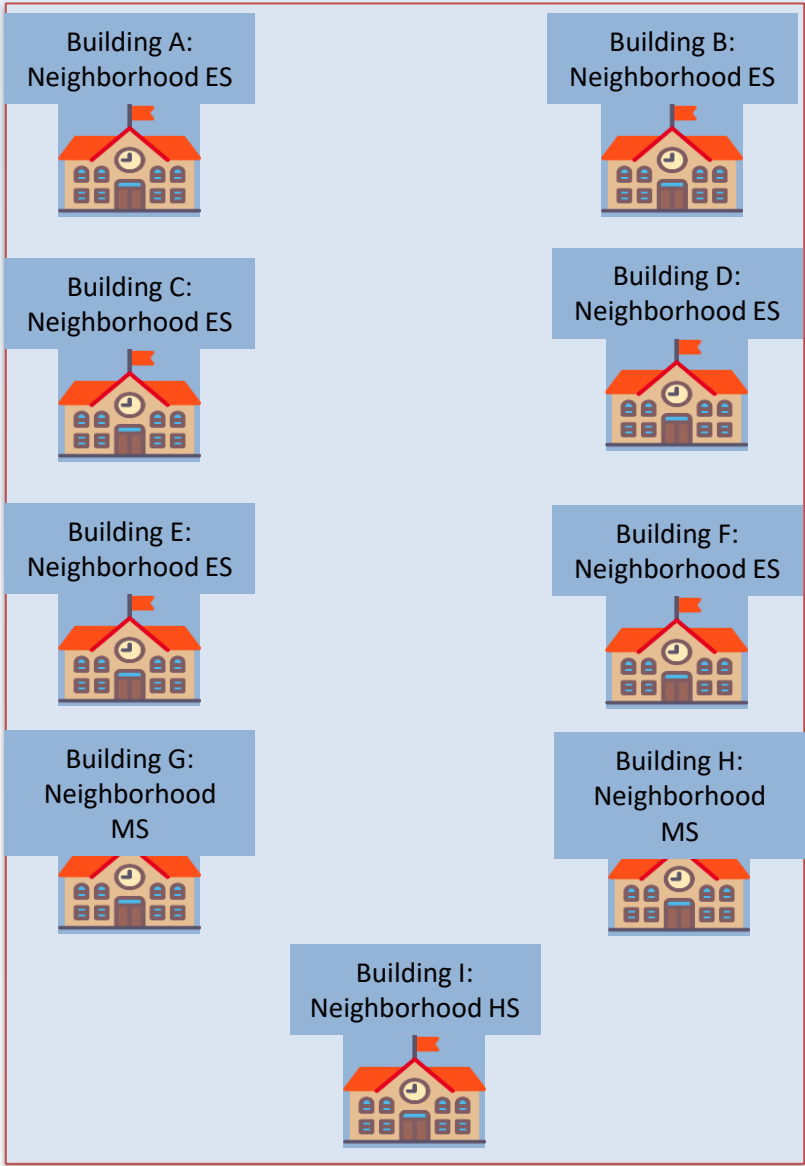
Blueprint APS Draft Framework

APS Board Direction

Dimension	Preferred Option	Description
Educational Program Selection	**All three programs**	This adopts all three programmatic options--whole child, college and career preparedness, and international--but at less than a districtwide scale.
Core Choice Philosophy	**Intra-district Portfolio**	An intra-district portfolio model in which APS-operated schools provide students with choices desired
School Size/Grade Level Configuration	**Varying Building Sizes and Configurations**	Flexible approach to building size and configuration based on the needs of a particular community or region.
Decision Making Authority	**Evenly Shared Decision-making**	Decision making authority is evenly shared between the district and the schools.
Grade levels	**Competency-Based Grade Levels**	Students are assigned grade levels based on a student's competence

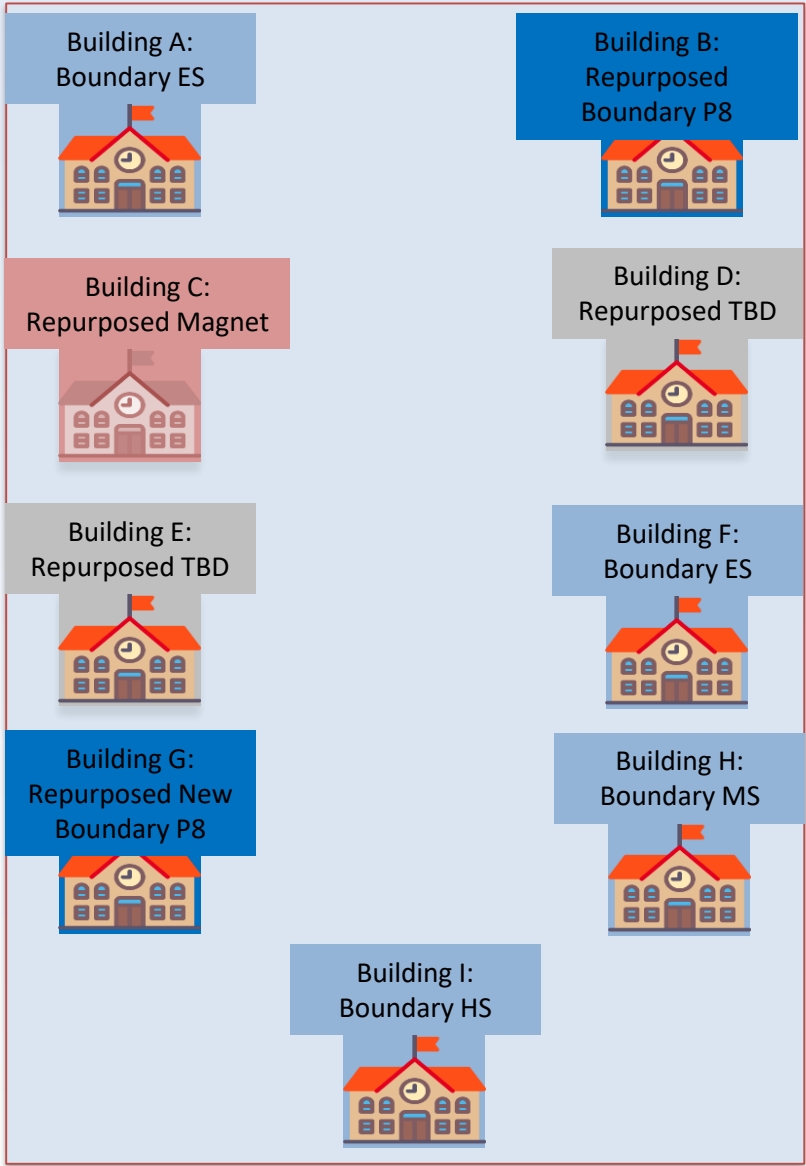Every Student Shapes a Successful Future

Board-Directed Blueprint APS Framework

- APS will operate a system of **boundary schools**, complemented by **regions with specializations**.

- Boundary schools will provide students with access to a strong education that prepares them for college and career, with a growing emphasis on implementation of the **P-8 model/comprehensive high school** model, to support the possibility of a competency based-model.

- **Regions** will offer students access to high-quality APS-run **magnet schools with specializations** to ensure a variety of educational programming opportunities, school sizes, and grade configurations to students across APS.
  - Regions with specialization will be established throughout the district to ensure access, feasibility of robustly delivering on those specializations, and leveraging the strengths of the community.
  - The focus of each region will be **aligned to the assets**, such as industry, community groups, etc., and needs of the region.
  - Magnet schools will be housed in repurposed boundary schools or in new facilities depending on the region.

- Students will be able to enroll in another boundary school outside their catchment area, if space is available or in a magnet school depending upon enrollment criteria.

- To ensure families and students have the supports they need to access these opportunities and the wraparound services to make sure students have a strong foundation for learning, APS will consider:
  - **Repurposing parts of or entire school buildings** to support enhanced wraparound services
  - **Expanding its transportation infrastructure** to support students in attending magnet schools outside their boundary

- Given the Board direction and the need to investigate these approaches in greater depth than occurred in Phase 1, APS will continue to explore the following:
  - Components of a competency-based model
  - Defining what a "Shared-Decision" Making framework might entail

Example: Sample Area Z Current State (19-20)

Example: Region Z Future State

Building A: Neighborhood ES

Building B: Neighborhood ES

Building C: Neighborhood ES

Building D: Neighborhood ES

Building E: Neighborhood ES

Building F: Neighborhood ES

Building G: Neighborhood MS

Building H: Neighborhood MS

Building I: Neighborhood HS

Building A: Boundary ES

Building B: Repurposed Boundary P8

Building C: Repurposed Magnet

Building D: Repurposed TBD

Building E: Repurposed TBD

Building F: Boundary ES

Building G: Repurposed New Boundary P8

Building H: Boundary MS

Building I: Boundary HS

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Scenario: Implementation Requirements

Educational Development/ Design	• Identify regional specializations and design schools, including programming, grade configurations, and school sizes with input from community partners and families • Develop a process for boundary schools to add a specialized focus, if appropriate • Research and determine extent and scope of competency-based learning
Transportation	• Expand transportation to be able to support the increased number of students who no longer live within the walk radius of the school due to larger boundaries • Continue to invest significantly in transportation and establish a transportation model, such as a hub model, to be able to ensure that students can access magnet schools
Enrollment System	• Establish a district-managed process for communicating with families about magnet options and enrolling in magnet schools to support more equitable access
Boundaries	• Revise current boundary schools to ensure operational and financial efficiency of boundary schools, which will mean repurposing of current boundary schools in areas of declining enrollment, including to create spaces for magnet schools

Scenario: Implementation Requirements (cont'd)

Facilities	• Build new boundary schools to accommodate growing enrollment in the eastern part of the district and to provide new configurations in some western parts • Renovate existing schools, as necessary, to align with new uses of those buildings, such as for modified grade configurations or magnet schools.
Funding	• With the Citizen's Bond Oversight Committee and LRFAC, re-prioritize 2016 Bond Projects to align with the new direction of the district, such as to support repurposing of existing buildings for new grade configurations or magnet, as well as new boundary schools • Consider other funding sources, such as COPs, another Bond, or applying to the Colorado Department of Education's BEST Grant program for funding to support a new school building or renovation. • Fund programs at new schools and magnet programs through creating greater annual efficiencies and through the reprioritization of funds.
Policy	• Explore whether State Innovation Status would be necessary to implement the shared decision-making and as a key feature of establishing regional specialties • Develop policies and processes for: 　■ Repurposing schools 　■ Enrollment in magnet schools 　■ Becoming a specialized/magnet school

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Scenario Analysis

Pros

- Provides additional choice options aligned to the specialized areas the Board identified
- Continues to provide students schools based on where they live
- Allows for district to provide a variety of specializations that give a range of options to meet the diversity and diverse interests of the community, but do so in a concentrated way to maximize the robustness of those opportunities
- Having magnet school opportunities across grades K-12 allows for possibility of instructional continuity throughout a specialization
- Creates opportunities for a variety of size and grade configurations
- Using a P-8 model builds off a successful model in APS and allows for competency based learning across traditional grades

Cons

- Will need to repurpose schools in order to ensure economic/operational efficiency of boundary schools and ensure space for new opportunities
- Limited seats at magnet schools, so all students may not be able to access magnet opportunities
- Students may need to travel further to a magnet school that aligns to their issue or preference
- Having magnet schools may not be as appealing to families at younger grades
- Some community assets for regional specializations may be more aligned to secondary students than elementary students
- May be difficult to effectively communicate with families about and shift from current enrollment practices to include district choice options

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What might Blueprint APS Implementation look like over the next 10 years?

*Updated Capacity as of May 2019

Study Area: 3 (NW)
ES/K-8 Enrollment: 2,036
5 Year Proj. Change: -968
Total Stnd. Capacity: 2,991
Standard Capacity: 68%
Available Capacity: 955

Study Area: 5 (NE)
ES/K-8 Enrollment: 2,329
5 Year Proj. Change: -165
Total Stnd. Capacity: 2,514
Standard Capacity: 93%
Available Capacity: 185

Study Area: 6 (Far East)
ES/K-8 Enrollment: 2,460
5 Year Proj. Change: 284
Total Stnd. Capacity: 2,350
Standard Capacity: 105%
Available Capacity: -110

Study Area: 2 (Central)
ES/K-8 Enrollment: 2,800
5 Year Proj. Change: -1,046
Total Stnd. Capacity: 3,903
Standard Capacity: 72%
Available Capacity: 1,103

Study Area: 1 (SW)
ES/K-8 Enrollment: 2,014
5 Year Proj. Change: -743
Total Stnd. Capacity: 3,128
Standard Capacity: 64%
Available Capacity: 1,114

Study Area: 4 (SE)
ES/K-8 Enrollment: 2,646
5 Year Proj. Change: -503
Total Stnd. Capacity: 3,365
Standard Capacity: 79%
Available Capacity: 719

Division of Support Services
Planning Department
May 15, 2019

0   0.75   1.5   3
Miles

Blueprint APS - 10 Year Draft Facility Plan Framework

- Open **new P-8 schools in APS** by constructing new buildings or by repurposing through remodeling or replacing existing facilities (in both the western and eastern halves of APS)
  - Construct new P-8 schools in the eastern half of the school district where enrollment is increasing as a result of housing development. The first new P-8 school should serve the E-470 corridor north of I-70 where no schools currently exist.
  - Assess opportunities to repurpose by replacing or remodeling existing elementary and/ or middle schools in the western half of the district into P-8s.

- Transition from a system of neighborhood schools to a **boundary model** by developing new boundaries for existing schools
  - Identify schools most appropriate to serve as boundary schools based on building locations, neighborhood demographics, and facility assets.
  - New boundaries will be larger than the current elementary and middle school attendance areas in order to increase operational efficiency.
  - New boundaries will incorporate impact of expanding choice schools. The number of boundary schools will depend on the number of choice schools including district magnet and charter schools.

Blueprint APS - 10 Year Draft Facility Plan Framework (continued)

- Align facilities to meet the needs of expanded **district-managed choice programs**
  - Identify schools most appropriate to consider for repurposing based on building locations, neighborhood demographics, and facility assets.
  - Remodel facilities as needed to address needs of new programs.
- Organize **transportation routes** to support new school boundaries and choice programs

Initial Districtwide Analysis

- Prioritized regions and grade levels most impacted by enrollment declines
- Consideration of many factors including:
    - Building locations and neighborhood characteristics
    - Neighborhood demographic shifts
    - Facility age and conditions
    - Building and site assets

Possible School Buildings to Transition from Serving Neighborhoods to Boundaries
(Elementary, P-8, MS)

Far East Area:

- Aurora Frontier
- Murphy Creek
- Vista PEAK Exploratory
- New P-8 at Harmony

Central Area:

- Fulton
- Peoria
- Sixth Avenue
- Vaughn
- AWCPA
- Boston
- South

Northwest Area:

- Altura
- Crawford
- Montview
- Rocky Mountain Prep
- Sable
- North MS

Southwest Area:

- Dartmouth
- Jewell
- Virginia Court
- Yale
- Aurora Hills

What does Repurposing mean?

A potential repurpose list does NOT mean a closure list.

Repurposing Buildings may include:

- Reconfiguration of grade levels that a school building serves to emphasize APS' P-8 model,
- Using repurposed buildings for magnet schools, community centers, other choice offerings, or other district uses,
- Consolidation of school buildings, and/or
- Closing of school buildings.

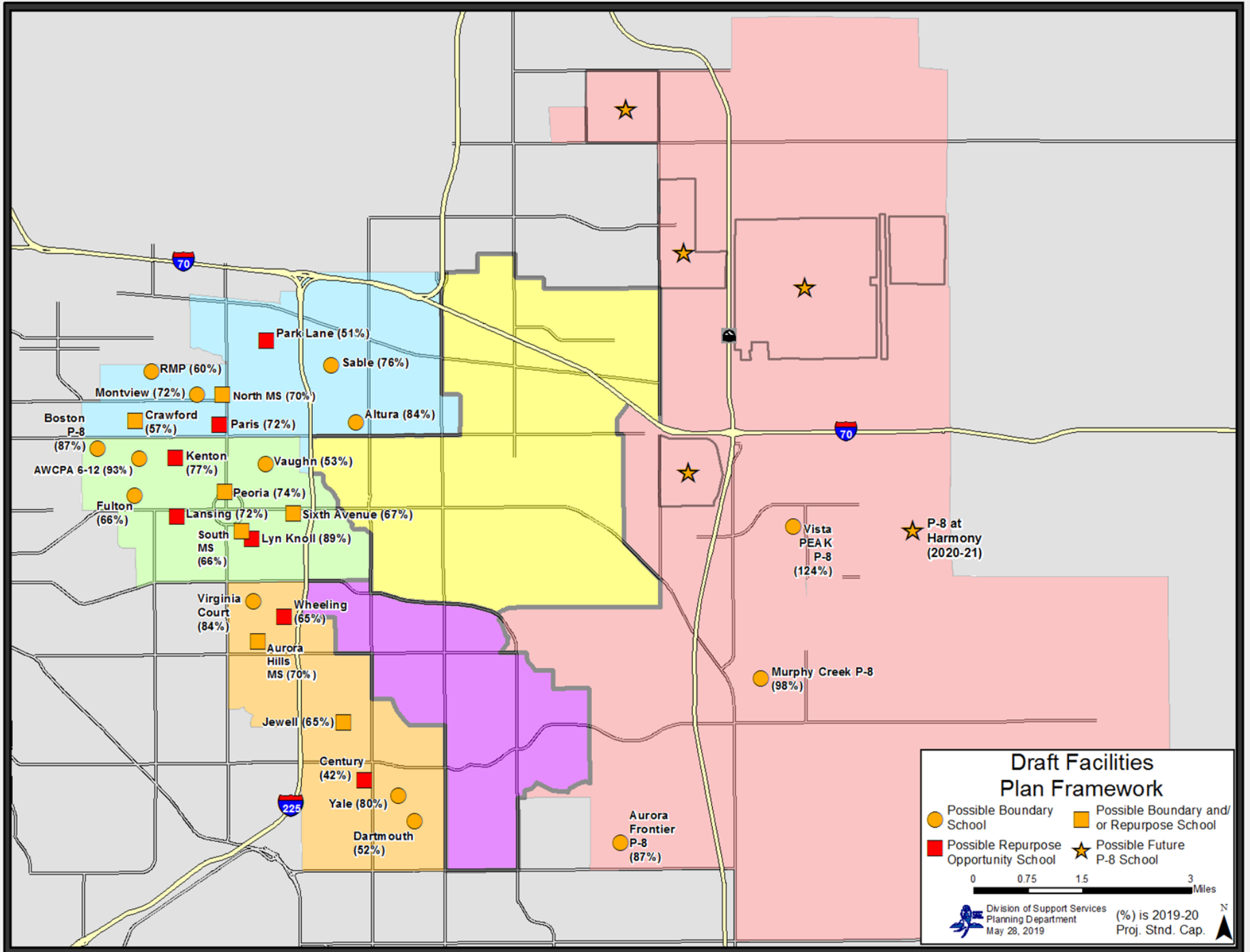# Initial Draft of Facilities to Consider Repurposing

Northwest Area:

- Crawford
- Paris
- Park Lane
- North

Central Area:

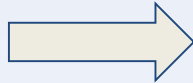- Kenton
- Lansing
- Lyn Knoll
- Peoria
- Sixth Avenue
- South
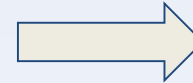
Southwest Area:

- Century
- Jewell
- Wheeling
- Aurora Hills

Draft Facilities Plan Framework

Park Lane (51%)

RMP (60%)   Sable (76%)

Montview (72%)   North MS (70%)

Boston P-8 (87%)   Crawford (57%)   Paris (72%)   Altura (84%)

AWCPA 6-12 (93%)   Kenton (77%)   Vaughn (53%)

Fulton (66%)   Peoria (74%)

Lansing (72%)   Sixth Avenue (67%)

South MS (66%)   Lyn Knoll (89%)

Virginia Court (84%)   Wheeling (65%)

Aurora Hills MS (70%)

Jewell (65%)

Century (42%)

Yale (80%)

Dartmouth (52%)

Vista PEAK P-8 (124%)

Murphy Creek P-8 (98%)

P-8 at Harmony (2020-21)

Aurora Frontier P-8 (87%)

Legend:
- ● Possible Boundary School
- ■ Possible Boundary and/ or Repurpose School
- ■ Possible Repurpose Opportunity School
- ★ Possible Future P-8 School

0   0.75   1.5   3 Miles

Division of Support Services
Planning Department
May 28, 2019

(%) is 2019-20 Proj. Stnd. Cap.

N

Phase 3 Implementation Framework: Key Steps

Staff:

-Mapping out the district into geographic regions
-Timeline of regional implementation
-Identify locations and timelines to build new school buildings
-Determine best use of bond funds to align with the *Blueprint APS* vision

→

Community Stakeholder Input:

-Determine Regional Specialization
-Designing each region's building usage and programming to align with regional specialization
-Determine new boundaries of boundary schools

→

Staff with Board Direction:

-Personnel Strategy and Guidelines
-Enrollment Policies and Practices
-Meeting Transportation Needs Across the District
-Determine school funding structures

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Next Steps

- Dave Schoenhals, Principal on Special Assignment, to lead Blueprint APS into implementation
    - APS alum of Elkhart, East, Hinkley High School
    - 28 years of experience in APS as Teacher at Rangeview, Instructional Coach and Coordinator, and Principal at Aurora Quest
- Develop Implementation Plan based on Implementation Framework Key Steps
- Begin Staff Key Steps Including:
    - Mapping out the district into geographic regions
    - Timeline of regional implementation
    - Identify locations and timelines to build new school buildings
- Provide Update to Board in September

Blueprint is a Long-Term Plan

- No Changes Planned for 2019-20
- Potential Changes to Begin in 2020-21
- Some Changes May Happen 5-7 Years from Now

Questions?

Appendix

Resources

- **Blueprint APS Website:**

 https://aurorak12.org/blueprint-aps/

- **Blueprint APS Phase 1:**
  - BOE Presentation (December 18, 2018)
 - Final Report (January 18, 2019)
- **Blueprint APS Phase 2:**
  - Blueprint APS: School Building Underutilization and Cost (March 5, 2019 BOE Presentation)
  - Blueprint APS Phase II Community Outreach (March 19, 2019 BOE Presentation)
    - Overview
    - Survey Results
  - Draft Blueprint APS Framework (May 28, 2019 BOE Presentation)

APS is Experiencing a 10 Year Declining Trend in Enrollment

While 2016-17 was the first year of negative enrollment growth, a declining trend in enrollment began in 2010-11.
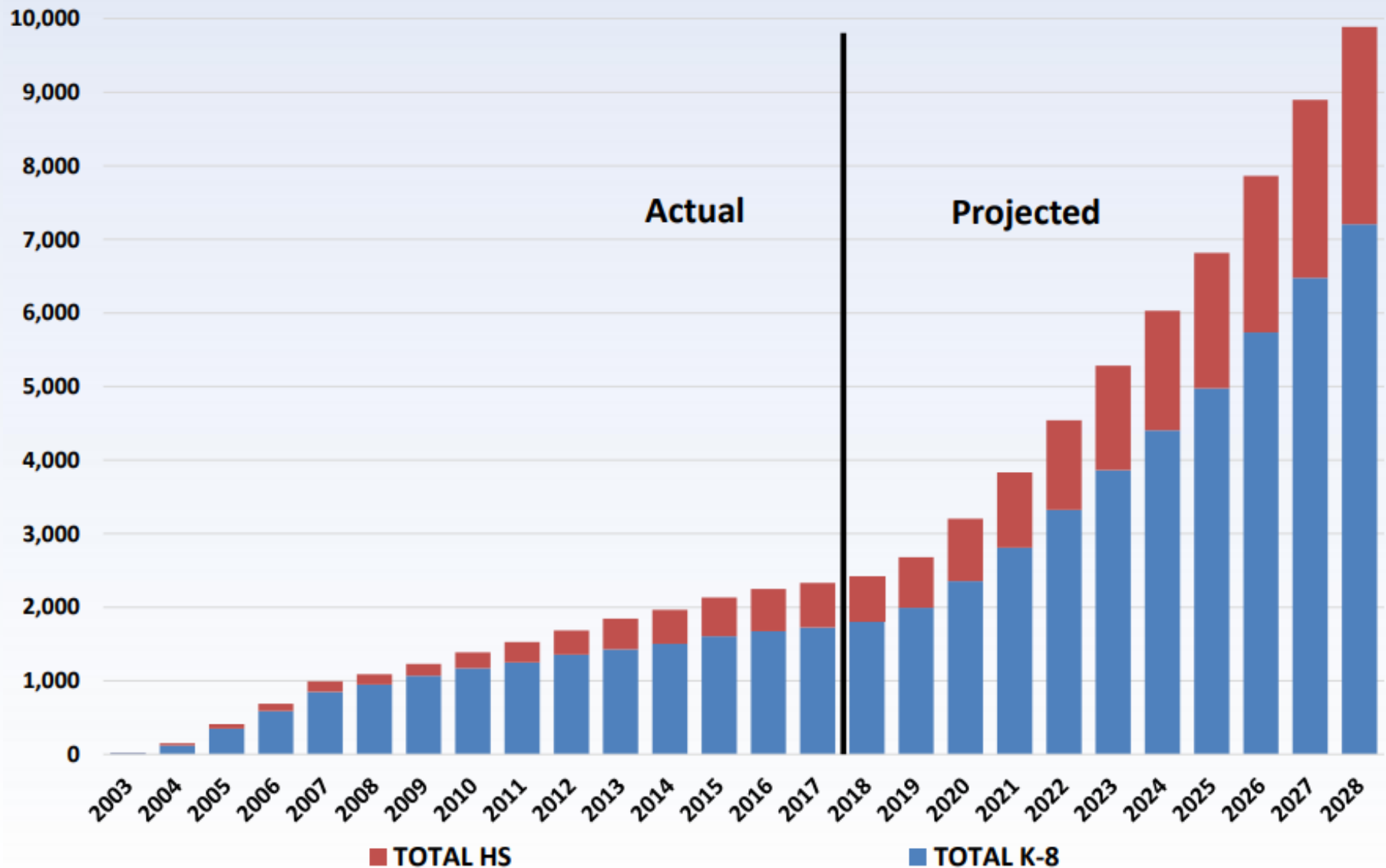
% Change in APS Traditional School Enrollment 2009-10 to 2017-18
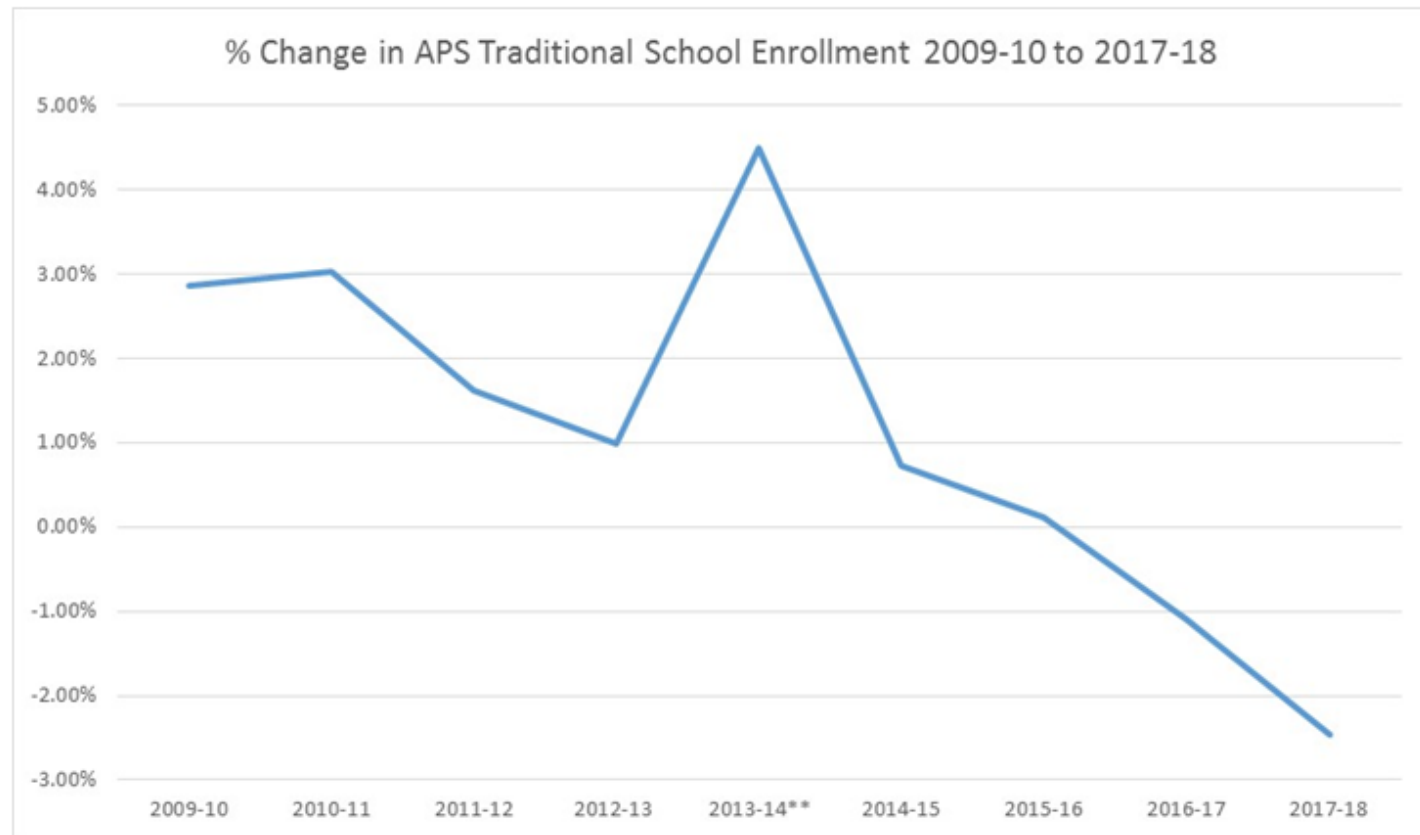
2018-19 E-470 Residential Developments within APS
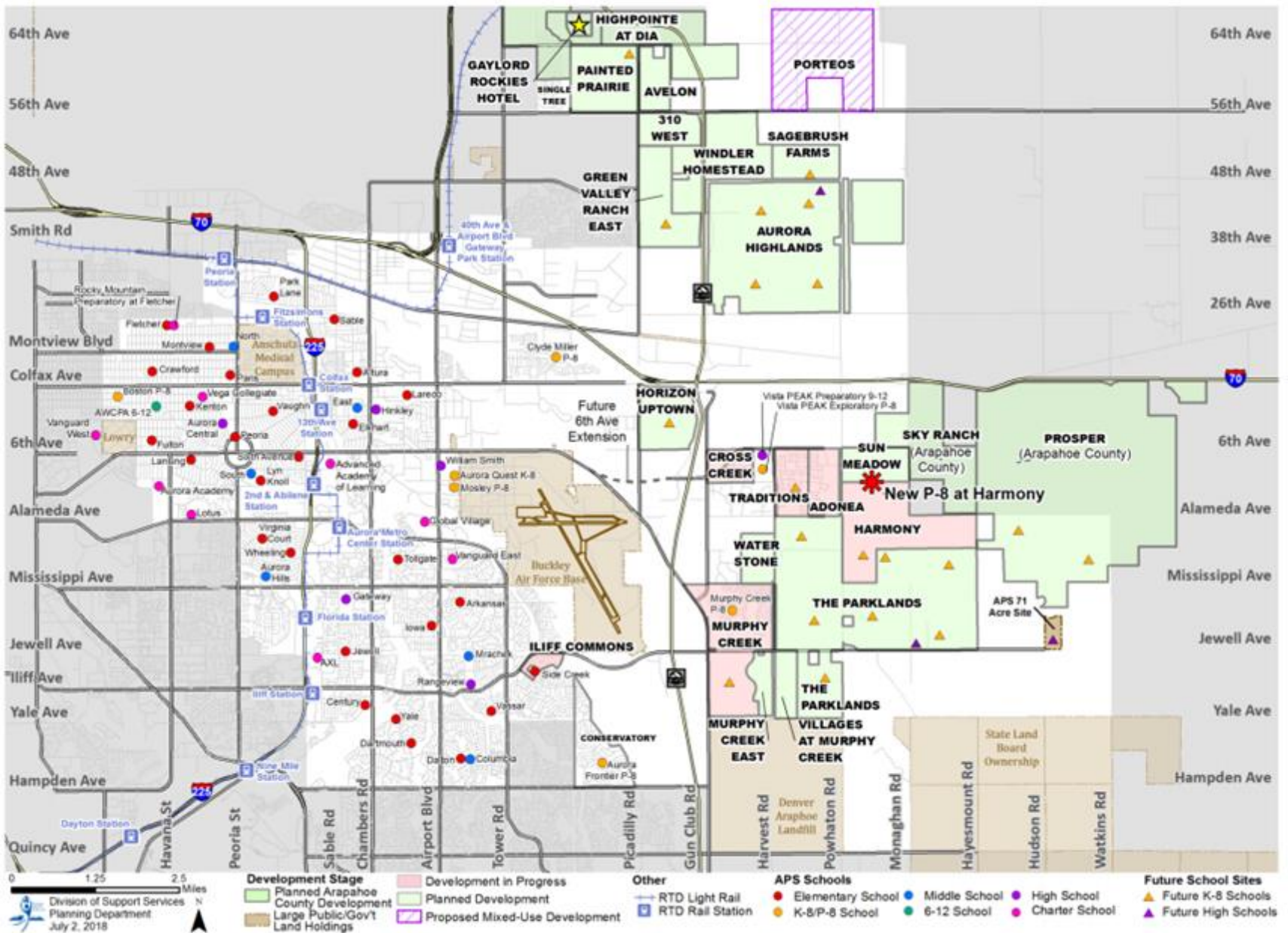
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Actual and Projected K-12 Enrollment along E-470

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Costs of Enrollment Decline: Funding Low Capacity Schools

As a building decreases in its capacity, the utilization of that building becomes more expensive on a per pupil basis.

Elementary capacity has significantly decreased:

- In 2017-18, 14 schools were above 84% 9 schools were below 65%.
- In 2019-20, 5 schools will be above 84% and 18 schools will be under 65%.

Additional Cost Per Pupil as Capacity/Utilization Decreases		
Utilization	Elementary and K8 Schools	Middle and High Schools
92% - 100%	0% (at capacity)	0% (at capacity)
84% - 91%	10% - 13%	1% - 3%
77% - 83%	12% - 15%	3% - 6%
65% - 76%	18% - 22%	6% - 8%
Under 65%	35% - 40%	8% - 10%

Utilization of Elementary Schools 2017-2020
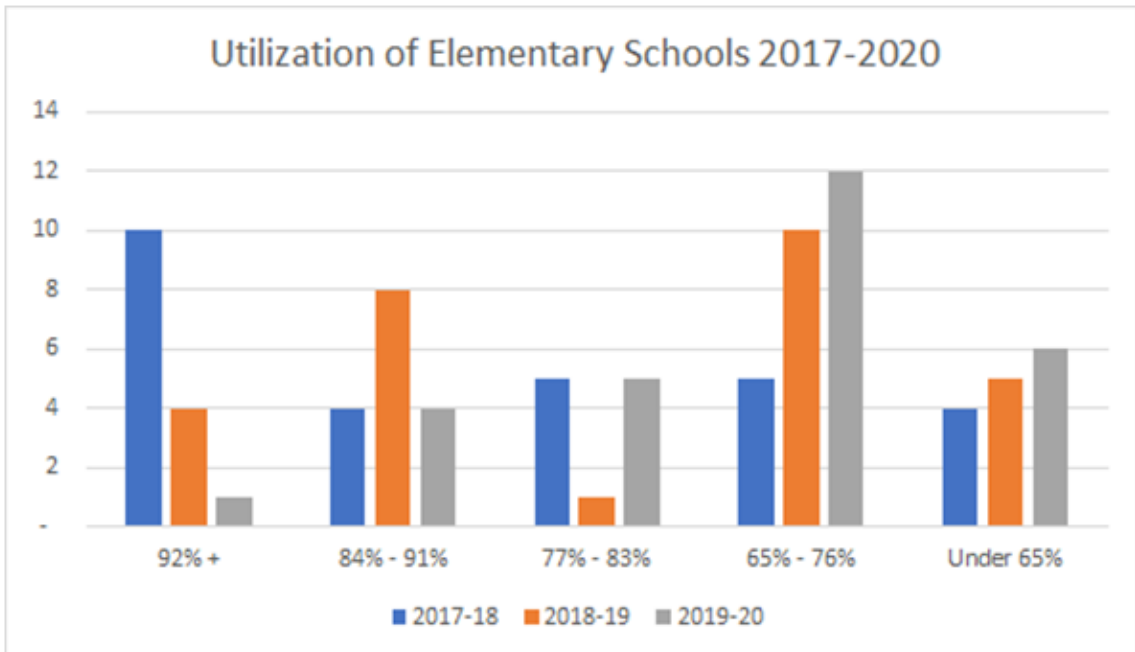
Costs of Enrollment Decline: Enrollment and Capacity Combined

Additional Costs of Low Size/Enrollment and Underutilization by School Type			
	Low Size/Enrollment	Underutilization	Total Additional Costs
Elementary	8,696,998	6,354,846	15,051,844
K-8	1,446,563	1,452,682	2,899,245
Middle School	0	2,021,595	2,021,595
High School	444,519	809,442	1,253,961
Total	**$ 10,588,080**	**$ 10,638,565**	**$ 21,226,645**

- The cost of maintaining the status quo is over $21 million considering *both* low size/enrollment *and* underutilization of school buildings.

- If enrollment trends continue, the cost of the status quo will increase by about $3.1m annually.