

# Northeast Denver Innovation Zone Review



**January 2023**

# NDIZ REVIEW SUBMISSION

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## Section 1: Innovation Zone Overview

**Summary: NDIZ students thrive when educators in our Zone have clarity and alignment in**



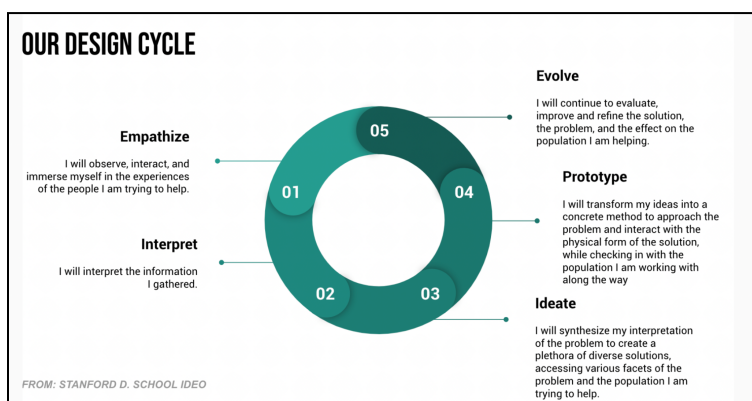
# What's in NDIZ for kids?

- ★ Learning about topics important to their lives and their neighborhoods.
- ★ Teachers who use what they know to create learning experiences they like.
- ★ Wise school leaders who try new things to help them learn and feel like they belong.
- ★ Learning experiences like internships, expeditions, and enrichments.
- ★ A family of new and experienced teachers who share ideas to make school challenging and fun.
- ★ Making friends across the city to work with in the future.
- ★ Building confidence and skills to talk to decision makers in the community.
- ★ Learning ways to cope when life is tough.
- ★ A school that welcomes them and their family.
- ★ Knowledge to take care of their health.
- ★ Practice in advocacy, communication, and math skills to make sure they (and their community) have access to social, political, and economic power in the world.

## About Us: Northeast Denver Innovation Zone (NDIZ)

We are the Northeast Denver Innovation Zone (NDIZ), and we are building a model for the future of public education where students and educators thrive with the implementation of agency, equity, and innovation.

Our schools serve an incredibly diverse population of students, reflective of Denver Public Schools (DPS) and the City of Denver. We currently educate 3,959 students, including 1,136 students who qualify for free or reduced lunch, 589 students identified as English Language Learners, 310 students identified for special education, and 1,928 students of color. Innovation status provides Zone schools with a path to implement ideas and practices at the local level. We empathize with our local community to better respond to student needs and take advantage of our smaller scale – Education targeted to 4,000 NDIZ students compared to 90,000 DPS students.



(from Stanford D School)

Our alternative governance model allows our educators and families to make local decisions, individualized to our diverse population. This individualized approach, supported by a large body of educational research<sup>1</sup>, allows NDIZ students to thrive and contribute to a unique, joy-filled educational community.

<sup>1</sup> Broussard, J., Camp, K., Dougherty, N., Flanders, C., Schantz, D., & Strunk, C. (2022). (rep.). *Core Four of Personalized Learning* (1st ed., Vol. 1, Ser. 1, pp. 1–23). San Francisco, CA: Education Elements.

Darling-Hammond, L., Friedlaender, D., & Snyder, J. (2014). Student-centered schools: Policy supports for closing the opportunity gap. *Policy Brief from Stanford Center for Opportunity Policy in Education*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/scope-pub-studentcentered-policy.Pdf>.

Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). Continued Progress: Promising Evidence on Personalized Learning. *Rand Corporation*.

## Our Common Values Guide Our Path to Serve Student Learning and Belonging



**Agency:** Empowering learners with the independence, support, and encouragement to craft relevant goals and pathways of achievement.



**Equity:** Designing learning environments where each student feels accepted and connected and has the resources, confidence, and inspiration to thrive in the global community. We prioritize resources to close opportunity gaps across race, class, ethnicity, gender, sexual orientation, religion, ability, and language.



**Innovation:** Inspiring learners to stay curious, explore new perspectives, and take risks to reimagine learning.

**Note:** In our values, **learners** include students, educators, and community.

## Our Mission and Vision Accelerate Student Learning and Belonging

### Mission:

We are a collective of innovative schools in Northeast Denver that empower leaders and educators, in partnership with our communities, to innovate practices that result in authentic, relevant, and challenging education for students in schools that are unwaveringly committed to agency, equity, and innovation.

### Vision:

The Northeast Denver Innovation Zone is an innovation laboratory that empowers and supports educators to innovate practice to respond to each student's needs.

NDIZ graduates are inquiring, knowledgeable, and caring young people who thrive *today* and develop the skills and agency to become innovators of good *tommorrow*.

Our mission and vision continue to evolve with input and experience from educators, students, and families as we apply the mission and vision to our work in the community.

## Our Zone Theory of Action to Accelerate Student Learning and Belonging

### If NDIZ educators:

Have space to collaborate to take action to promote **agency, equity, and innovation**;

*And*

Utilize a design cycle to **innovate** and implement high-impact strategies in learning and belonging;

*And*

Have **agency** to develop budget advantages that are not achievable by individual schools alone;

*And*

Employ **agency** to direct key resources—including people, time, and resources;

*And*

Cultivate an **equity** mindset to learn from the expertise and assets of NDIZ families and community;

*And*

Experience alternative governance and support from the NDIZ Board, which holds deep experience in teaching and learning and is laser-focused on student learning and belonging;

### **Then...**

NDIZ will accelerate academic gains for each child and close opportunity gaps across race, class, ethnicity, gender, sexual orientation, religion, ability, and language.

*And*

We will recruit, retain, and support educators who want to build careers in NDIZ.

## Our Zone Schools








NDIZ exists to create space for educators from McAuliffe International School, McAuliffe Manual Middle School, and Swigert International Elementary School to innovate the learning experience for students in their care. Our small community is designed to listen to and meet the needs of our schools in our specific geographic area, Northeast Denver. Collectively, our three member schools understand:

- **School leaders and educators**, in partnership with their communities, are **best positioned to make school-level decisions** on resource allocation, staffing, instructional decisions and practices, curriculum, assessment, and students.
- **Teachers are our most powerful resource** to influence student learning. We work together to create sustainable workloads and meaningful collaboration for our valued educators.
- Schools are **best governed by a small group of local educators** who know students and educators as learners and people. NDIZ leaders are committed to stay connected to the dynamic mission and educators of the Denver Public Schools.
- **Collective wisdom is power**. NDIZ leaders have deep experience in creating systems to grow students and educators. We create apprentice models where emerging leaders benefit from the years of experience and hearts of our principals. We seek to expand our Zone by one more high school and one elementary school.
- **Deeper learning for educators results in deeper learning for students**. We prioritize ongoing, high-quality professional learning aligned to student learning goals and the national professional learning standards.




AGENCY • EQUITY • INNOVATION 







**Chart A: Common School Interests and Corresponding Zone Supports**

School	School Strategies to improve learning and belonging	Common Interests to support school strategies. (See Chart B)
<b>McAuliffe International Middle School</b>	<ul style="list-style-type: none"> <li>★ Create and refine intensive support for new students coming from a diverse collection of school communities, including 6th grade and new students. Our welcome system 1) develops learners who have a unique, positive sense of self and purpose 2) develops learners who have deep respect for the identities of others.</li> <li>★ Close gaps in student growth, particularly in Median Growth Percentile (MGP) on Colorado Measures of Academic Success (CMAS), between groups so that all our students are engaged in our high expectations for learning.</li> <li>★ Refine learning opportunities for staff, families, and community that unite all stakeholders as shared partners in closing academic gaps for all learners.</li> </ul>	 <b>Common Instruction Model</b>  <b>Research Based Innovation</b>
<b>McAuliffe Manual Middle School</b>	<ul style="list-style-type: none"> <li>★ Perspective and agency-building learning opportunities for all students through authentic expeditionary and project-based learning.</li> <li>★ Individualized whole-child experiences to impact student wellness and Social and Emotional Learning (SEL) needs through student leadership, enrichments, expeditions, and SEL learning.</li> <li>★ Increase academic growth and achievement through high academic expectations.</li> </ul>	 <b>Inclusive Learning Design</b>  <b>Student Ownership</b>
<b>Swigert International Elementary</b>	<ul style="list-style-type: none"> <li>★ Create time and space for teacher collaboration to design and implement units of study that tie to the real world and are infused with diverse perspectives and histories, with particular emphasis on BIPOC/historically marginalized communities.</li> <li>★ Provide an inclusive and diverse school environment where all students are known and seen; where authentic learning opportunities support critical thinking, student agency, international mindedness, and service to others.</li> <li>★ Close our opportunity gaps through a targeted intervention model, rigorous and differentiated instruction, and SEL support.</li> </ul>	 <b>Family Engagement</b>  <b>Educator Pathways</b>  <b>Educator Collaboration</b>

**Chart B: Our Member Schools Common Interests to Support Schools Strategies**

Common Interest	Strategy to Support NDIZ School Strategies	Evidence of Impact
<b>Equity through a Common Instruction Model</b>  	<ul style="list-style-type: none"> <li>★ Ensure all educators have clarity for high expectations for student learning aligned to state academic standards, International Baccalaureate and Expeditionary Learning big ideas</li> <li>★ Create learning structures that launch each student to create authentic opportunities to drive their learning and highlight their thinking.</li> <li>★ Make visible changes in learning structures to increase student reflection, agency and ownership of learning</li> <li>★ Refine systems of data analysis followed by innovative response at Zone/School level to decrease persistent achievement gaps in Northeast Denver.</li> </ul>	<p>Zone schools remain Green on Colorado Department of Education (CDE) State Performance Framework</p> <p>NDIZ Academic goals met (See Zone Goals Section)</p> <p>Schools/zone increase one band on NDIZ Agency, Equity, Innovation Framework (AEIF) as rated by NDIZ educators</p>
<b>Equity through... Applying Research-Based Strategies</b>  	<ul style="list-style-type: none"> <li>★ Create Learning Laboratory for leaders and teachers where educators are supported to take risks, to ideate, prototype, and evolve practice to engage each student.</li> <li>★ Refine systems of data analysis and innovative response at the Zone and School level to decrease persistent achievement gaps in Northeast Denver.</li> <li>★ Implement structures to design and refine school/zone professional learning aligned to national professional learning standards.</li> </ul>	<p>Zone schools remain Green on Colorado Department of Education (CDE) State Performance Framework</p> <p>NDIZ Academic goals met</p> <p>Schools/zone increase one band on NDIZ Agency, Equity, Innovation Framework (AEIF) as rated by NDIZ educators</p>
<b>Equity through Inclusive Learning Design</b>  	<ul style="list-style-type: none"> <li>★ Study and implement inclusive and empowering learning for students with special education needs.</li> <li>★ Use data and current NDIZ school expertise to design and monitor a special education system where student needs are met, teacher workload is sustainable, and enrollment in special education is not predictable by race.</li> <li>★ Ongoing training for paraprofessionals and teachers who support students with special needs.</li> </ul>	<p>Narrow achievement gaps for students identified as special needs.</p> <p>Establish focus groups for special education students, teachers, and paraprofessionals</p> <p>80% of Zone Educators respond positively on survey measuring zone special education professional learning/ support.</p>

<p><b>Equity through Student Ownership</b></p> 	<ul style="list-style-type: none"> <li>★ Design and implement student voice systems to promote equity and belonging across Northeast Denver.</li> <li>★ Connect students to community decision makers as they learn new content.</li> <li>★ Support educators to promote student voice in and across Zone..</li> <li>★ Connect students across the Zone to make meaningful innovation in the community. Support students to build networks to continue community innovation beyond school.</li> </ul>	<p>Students report increased satisfaction with their learning and belonging experience in school as measured by the AEI Framework.</p> <p>Student satisfaction grows fall to spring survey of AEI Framework</p> <p>Student voice groups formed at each school and collaborate across all schools.</p>
<p><b>Equity through highly trained educators</b></p> 	<p><b>Recruit, retain, and support high quality educators, especially educators of color</b></p> <p><b>Teacher Leadership</b></p> <ul style="list-style-type: none"> <li>★ Create leadership, teacher, and paraprofessional pathway.</li> <li>★ National Board Certified Teacher cohort</li> <li>★ Implement teacher leader cohorts and apprentice principal model.</li> <li>★ Hire teacher leaders as NDIZ Zone staff.</li> <li>★ Learning Laboratory for principals, leaders, teachers.</li> <li>★ University Site Schools in Zone to train upcoming teachers and leaders.</li> <li>★ Zone New educator Support.</li> <li>★ Organizing Innovation Zone hiring fairs December and February.</li> <li>★ Mental Health support for educators.</li> <li>★ Increased pay for Zone subs to increase likelihood of coverage, in accordance with school-level compensation philosophies</li> </ul>	<p>Increase fill rates for all positions, especially hard to serve roles</p> <p>Increase number of diverse candidates in applications and hiring</p> <p>Begin University Site Schools and show growth on University Review Rubric</p>
<p><b>Equity through Family engagement that supports students to thrive.</b></p> 	<p><b>Experiences for Families:</b></p> <ul style="list-style-type: none"> <li>★ Ongoing learning that provides families with actions to support their student's learning.</li> <li>★ Community conversations on local issues .</li> <li>★ Events to build the school community.</li> <li>★ Family walkthroughs to collect data and innovate school operations.</li> </ul> <p><b>Experiences For Educators</b></p> <ul style="list-style-type: none"> <li>★ Ongoing learning and sharing family engagement strategies.</li> <li>★ Dedicated time and protocols to communicate with and engage families.</li> <li>★ Share Zone staff to support family engagement</li> </ul>	<p>Establish collaboration system across zone on family engagement practices and events</p>

<p><b>Equity through... Ongoing collaboration with NDIZ educators</b></p> 	<ul style="list-style-type: none"> <li>★ Ongoing space and time for collaboration and innovation through innovation Learning Labs.</li> <li>★ Communities of Practice.</li> <li>★ Teacher and Community Advisory Committees.</li> <li>★ Zone-wide articulation sessions to improve the student learning experience.</li> </ul>	<p>Zones schools remain Green on Colorado Department of Education (CDE) State Performance Framework</p> <p>NDIZ Academic goals met</p> <p>Schools/zones increase one band on NDIZ Agency, Equity, Innovation Framework (AEIF) as rated by NDIZ educators</p>
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## Our Instructional Model: Our Foundation for Collaboration

A similar **Instructional Model**, grounded in ideas of International Baccalaureate (IB) and Expeditionary Learning (EL), provides NDIZ educators clarity in what and how to teach and provides common targets for collaboration, communities of practice, and learning labs (Marzano, 2020). This common NDIZ instructional model features:

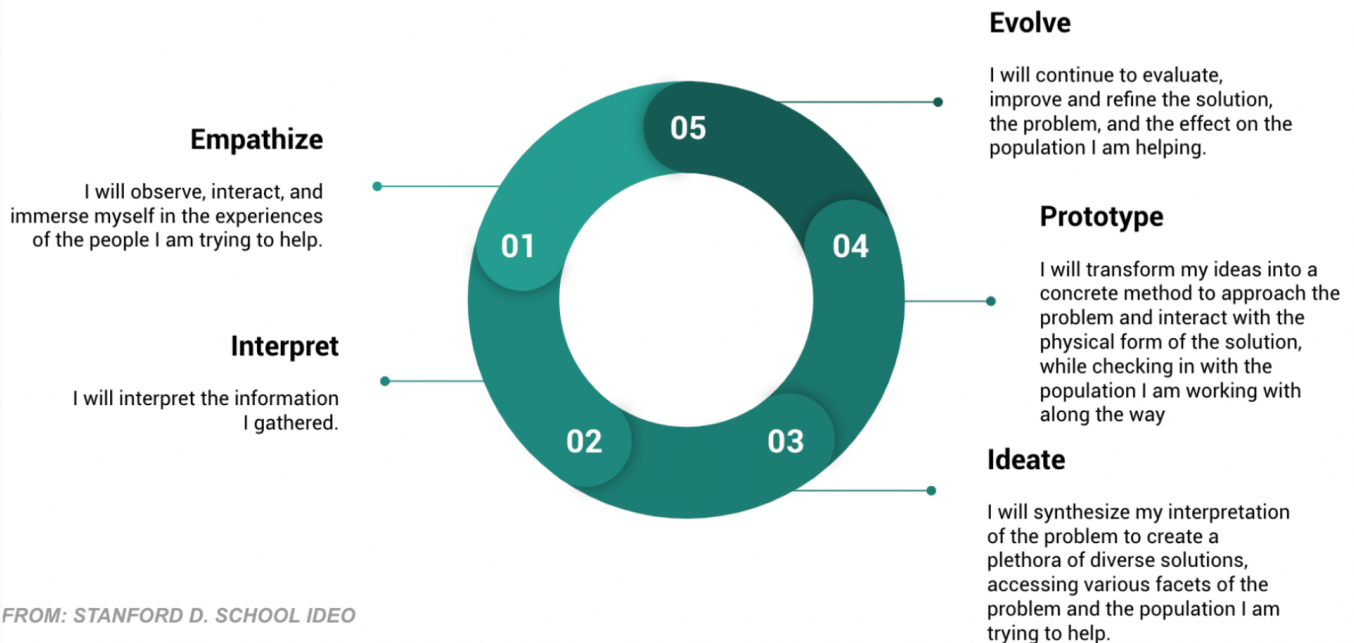
- **Equity:** High academic standards with relevant, transdisciplinary work connecting students to each other and current events in the world.
- **Critical Thinking:** Students collaborate to make meaning of content. Research and inquiry drive learning. Students use content knowledge to create authentic tasks.
- **Agency:** Learning how to learn is paramount. Students have agency in their own learning through goal setting, self-assessment, peer feedback, and opportunities to innovate and revise.
- **Community Service:** Students apply their learning by engaging with interests beyond the classroom and serve their community.
- **Character Development:** Students practice collaboration, perseverance, self-management, and goal-setting, which results in students who have the agency to innovate for good in their community.
- **Student Ownership:** Students have choice in topics, texts, and tasks. Students have agency to select learning goals and reflect on their learning.

Our schools are rigorous, high-performing schools that empower learners with the independence, support, and encouragement to craft relevant goals and pathways to achievement. We prepare students for success in college, career, and community action and are committed to delivering an excellent education in an inclusive environment where all students thrive. In addition, all zone schools prioritize closing the opportunity gap by designing learning environments where each student feels they belong and has the resources, confidence, and inspiration to thrive in the global community. We prioritize resources to close opportunity gaps across race, class, ethnicity, gender, sexual orientation, religion, ability, and language.

## Innovation by Design

Innovation is constant. Our design cycle supports NDIZ to get better at meeting the needs of our learners – both students and educators. We capitalize on educational research to guide our innovation strategies. We believe in equitable innovation, where all students have access to innovative learning designs that develop independent learners.

### OUR DESIGN CYCLE



## Looking Back: Results from Zone Goals in 2018

NDIZ officially began operations in Fall of 2018 with four schools - McAuliffe International, Swigert International, McAuliffe Manual and Northfield High School. One of these schools, McAuliffe International, was rated blue on the Denver Public Schools School Performance Framework (SPF). Two, Swigert International and McAuliffe Manual were rated green, and one, Northfield High School was rated yellow on the DPS SPF. The NDIZ leaders, Board, and Executive Director set the goal to increase each school's rating by one color band in three years, and therefore contribute to the DPS goal of great schools in each neighborhood. This goal was largely met under extraordinary conditions.

1. NDIZ operated for only 18 months before the pandemic interrupted schooling for children across the world and shut down local programming over two school years.

2. In the fall of 2022, DPS moved to the state report card developed by the Colorado Department of Education (CDE). This change in criteria makes direct comparison difficult. All schools are rated green on the 2022 CDE school framework.

### **The Results:**

#### **1. 2019**

##### **Northfield:**

Year	DPS School Performance Rating	Points
2018	Yellow	55.71%
2019	Yellow	45.57%

##### **McAuliffe International**

Year	DPS School Performance Rating	Points
2018	Blue	86.31%
2019	Blue	88.95%

##### **McAuliffe Manual**

Year	DPS School Performance Rating	Points
2018	Green	63.09%
2019	Orange	39.24%

##### **Swigert International**

Year	DPS School Performance Rating	Points
2018	Green	79.19%
2019	Green	63.91%

2. 2020, 2021: No results due to pandemic
3. 2022: Switch to Colorado Department of Education (CDE) School Performance Framework (SPF). All four schools are green on CDE SPF.

Zone Goals 2023-2025

Schools in NDIZ will use the CDE Unified Improvement Plan (UIP) to set and monitor goals for the following areas: academic growth, academic achievement; growth and achievement for historically marginalized groups of students in race, ability, and language. Additionally, schools will use an NDIZ created student and family satisfaction survey to measure perception twice per school year and monitor valid response rate. Leaders and teachers review data and set action plans to respond to student needs. Zone resources, in collaboration with school educators, will direct resources to meet these goals.

Academic Growth and Achievement

- Summative Goal: August 2025: All schools in NDIZ remain green with regards to growth on the State CDE School Performance Framework (SPF); On CDE SPF, all Zone schools meet or exceed academic achievement expectations as measured by CMAS and PSAT in math and ELA at least 2 out of 3 years (23-25). See rating column in chart below.
- Formative Goal: August 2023-2025: Any school that decreases a band of growth on the Framework, holds quarterly data reviews and action planning with ED and one Board member. Zone resources focused on response.

Academic Achievement for Students in Groups that are Historically Marginalized

- Summative Goal: August 2025: All schools in NDIZ will have reduced achievement gaps across race, ability and language. Progress towards this goal will be measured by the extent to which the percentile rank of each sub group’s achievement in math and English, as measured by CMAS and PSAT/SAT on the CDE SPF moves towards the schools average percentile rank.

For Example:

7th Grade Math Achievement	2022 All Students	2022 Hispanic Students	2024 All Students	2024 Hispanic Students
Percentile Rank on CMAS	97	63	97	73



Widening of Gap	Poor	Moving	Closing Gaps
Percentile rank gap grew by 5 or more points	Gap in percentile rank remained the same.	3-24 point decrease in gaps of percentile rank between all students and group of students	25 point decrease in gaps of percentile rank between all students and group of students

- Formative Goal: Each school will set a goal, yearly, based on the percentile rank of each subgroup in math and English to close gaps on the previous years CDE SPF. Growth will be determined by the rubric above.

## Baseline Data from 2022

### McAuliffe International

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	1,313	87.4%	770.8	97	8.00/8	Exceeds
	English Learners	107	87.9%	748.6	71	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	215	78.0%	741.5	53	0.75/1	Meets
	Minority Students	511	83.5%	753.6	80	0.75/1	Meets
	Students with Disabilities	57	57.6%	706.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	1,325	88.0%	762.8	97	8.00/8	Exceeds
	English Learners	112	91.1%	736.1	63	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	221	80.1%	728.3	42	0.50/1	Approaching
	Minority Students	516	83.9%	743.6	80	0.75/1	Meets
	Students with Disabilities	65	65.7%	705.9	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	20.75/24	Meets

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	191	86.0%	730.9	27	4.00/8	Approaching
	English Learners	55	91.9%	730.0	26	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	104	83.3%	721.0	10	0.25/1	Does Not Meet
	Minority Students	159	84.2%	723.4	14	0.25/1	Does Not Meet
	Students with Disabilities	33	85.4%	704.8	1	0.25/1	Does Not Meet
CMAS - Math	All Students	189	85.1%	715.7	13	2.00/8	Does Not Meet
	English Learners	55	91.9%	716.6	16	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	102	82.6%	705.6	1	0.25/1	Does Not Meet
	Minority Students	157	83.2%	709.5	5	0.25/1	Does Not Meet
	Students with Disabilities	33	85.4%	702.0	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	8.50/24	Does Not Meet

## Swigert International

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	269	90.4%	760.8	91	8.00/8	Exceeds
	Previously Identified for READ Plan	n < 16	-	-	-	0.00/0	-
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	29	79.5%	741.2	54	0.75/1	Meets
	Minority Students	89	85.8%	751.9	78	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	272	91.1%	761.9	96	8.00/8	Exceeds
	English Learners	16	69.6%	747.1	77	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	30	79.5%	738.8	60	0.75/1	Meets
	Minority Students	89	84.9%	751.4	84	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	*	19.75/21	Exceeds

## **Student Satisfaction**

- Summative Goal: All three schools increase the percentage of students who respond positively (agree or strongly agree) to items regarding school engagement, measured by the NDIZ student survey. The NDIZ survey is being used because 1) surveys are administered 2x a year. 2) Schools can monitor a valid response rate. This survey is under development with the experts on the NDIZ Board and will be a part of The NIDZ Agency, Equity, Innovation Framework (AEIF).
- Formative Goal: August 2023, 2024: Yearly, each school sets UIP goal based on student satisfaction the previous year.

## **Family Engagement**

- Summative Goal: All three schools increase the percentage of students who respond positively (agree or strongly agree) to items regarding school engagement, measured by the NDIZ student survey. The NDIZ survey is being used because 1) survey administered 2x a year. 2) Schools can monitor a valid response rate. Items will collect data on family sense of belonging for those groups who are historically marginalized. This data will be part of the will be a part of The NIDZ Agency, Equity, Innovation Framework (AEIF)
- Formative Goal: August 2023, 2024 Yearly, each school sets UIP goal based on student satisfaction the previous year.

## **Our Alternative Governance Model to Accelerate Student Learning and Belonging**

The structure of the Northeast Denver Innovation Zone enables schools to operate smoothly as they work to fulfill their educational missions:

- The NDIZ Board takes responsibility for ensuring that the NDIZ fulfills its mission, vision, and goals as outlined in the Innovation Zone review submission, and will also have an important role in ensuring the sustainability of the NDIZ.
- The Board is committed to both supporting network-level leaders and holding them accountable for the Zone's performance: Academic and Operational.
- The Board will provide academic and operational oversight of the organization by engaging in a twice yearly site visit team.
- The Executive Director will determine and propose the budget for the Zone, and the Board will approve the budget. In this process, both parties will prioritize school-level control of resources, and regularly review it to ensure it is on track. The NDIZ treasurer meets monthly with the NDIZ accountant and Executive Director and gives a financial

update to the Board.

- The Executive Director will provide the NDIZ Board with data on progress of school growth, achievement, and culture, as well as staff culture data. The NDIZ Board will engage in twice yearly data dives with the Executive Director based on DPS and CDE data assessment schedules.
- Key decisions are still made by the Zone Board and/or network-level leadership, but the majority of implementation choices are made at the school level.

The overall framework is:

*Board* approves the strategic vision for the Zone and empowers the Zone staff and principals to meet that vision, then holds Zone staff and principals accountable for executing on the vision and achieving outcomes, and makes leadership changes when necessary.

*Zone* creates a common interest across NDIZ while still allowing for individual school decisions in many areas, and implements the Board's vision while supporting principals and serving as a liaison with DPS and other key stakeholders.

*Principals* work within the framework defined at the Zone level to make key decisions about calendar, staffing, schedule curriculum, culture, and budget, then manage execution at the school level.

## Zone Enter and Exit Process

### Entering NDIZ Membership

Our deep belief in the power of educator collaboration will fuel our actions to expand NDIZ in the next three years. We will specifically seek to add at least one high school and one elementary school to provide more grade-level collaboration. Our new schools may have a different instructional model; however, they must have a clear learning model that promotes equity, critical thinking, agency, community service, and character development.

New member schools will be willing to share practice across the school and Zone and innovate practice to close opportunity gaps across race, class, ethnicity, gender, sexual orientation, religion, ability, and language. An NDIZ growth team (1 school leader, 1 NDIZ Board member, 1 teacher, and 1 family member) will review the vision, mission, values, and instructional model of prospective new member schools and conduct a school visit to review learning structures, hear from students, and review data. The team will follow the NDIZ decision-making model

([See Appendix](#)) to determine who to invite to join the Zone. The Zone will create a school agreement that clearly outlines school and Zone expectations.

The Zone Executive Director will meet bi-monthly with the school leadership team to align Zone goals with entering school goals.

**NDIZ will work in collaboration with the DPS office of Authorization and Accountability for Entering and Exiting NDIZ Membership. The A and A Team in DPS requests that the following procedures are part of this renewal plan and the following procedures are used.**

**District Zone Entry/Exit Process for Inclusion in Zone Renewal Plans**

- The district process for zone expansion will ideally follow the below timeline, which is aligned to state statute.
- Notification to DPS: No less than three weeks prior to the DPS zone expansion application due date, the innovation zone and school administration of the applying school are required to deliver a joint letter to DPS Authorizing and Accountability indicating an intent to submit a zone expansion application.
- DPS Zone Expansion Authorizing Process: 60 days prior to the December Regular Board Meeting for the DPS Board (or the first business day following this date), the innovation zone and applying school will submit an application using a template developed by the district to DPS Authorizing & Accountability. If mutually agreed to in writing between the district and the applying zone, the DPS Board will vote on applications at the January Regular Board Meeting, with the window for review extended beyond 60 days. Authorizing & Accountability will collaborate with the innovation zones to develop this application template so that it could possibly meet the evaluation needs of both the district and the zones. Authorizing & Accountability will facilitate an application review process that will conclude with a consent vote at the applying school following the voting requirements stated in the Innovation Schools Act and Administrative Regulation ADE-R. DPS may adjust this timeline on an annual basis based on the needs of the district and the innovation zones, but will maintain the length of time between submission of the expansion application and the DPS Board vote, unless the district and the applying zone have mutually agreed in writing to extend this deadline.
- Vote by DPS Board: At the DPS Board's Regular Board Meeting in December, the Board will vote on whether to approve or deny the expansion of the innovation zone to include the applying school. If approved, the admission of the new school to the Zone will be codified in the zone innovation plan at the time of the next zone plan review and codified in the school's innovation plan at the time of their next innovation plan review.

**Exit Process Language to Include in Zone Plans:**

Pending review and approval from the District, including codification in an MOU, Professional Services Agreement, or equivalent document, NDIZ proposes that schools must take four steps to exit the Zone and return to district-managed innovation status. Because budgeting and the school choice window for the upcoming school year begins in January, any decision to exit the Zone for the upcoming school year and the required associated actions must be made prior to the December NDIZ Board meeting.

- Notification to NDIZ Executive Director and Board: No later than the scheduled December NDIZ Board meeting, the school administration is required to deliver a letter to the NDIZ Executive Director and Board detailing the reasons for the school choosing to exit the Zone. Neither the ED, nor the Board is required to take any official action on the letter, although they can partner with the school community to gather additional information from stakeholder groups including families, caregivers, and school staff.
- Notification to DPS: Following notification to the NDIZ Executive Director and Board, the school administration is required to deliver a letter to DPS Authorizing and Accountability indicating a desire to participate in the consent vote process.

- Consent Vote: Using the same requirements stated in the Innovation Schools Act and Administration Regulation ADE-R, district staff will support the formal voting process for teachers, administrators, and the Collaborative School Committee (CSC) or CSC-equivalent to exit the Zone. In alignment with the Act, exiting the Zone requires “Evidence that a majority of the administrators employed at the public school, a majority of the teachers employed at the public school, and a majority of the school advisory council for the public school consent.” The vote will solely be to exit the Zone, no revisions to the school’s individual innovation plan or waivers will be considered. If the consent vote results in the school leaving the Zone, only the school-based waivers included in the school’s innovation plan will apply for the school, while the zone-specific waivers will not. The ED and Zone board cannot compel the school to remain in any way if the consent vote reaches the necessary threshold.
- Letter to Denver Public Schools Board: No later than the scheduled January DPS Board meeting, the school administration is required to deliver a letter to the DPS Board detailing the reasons for the school choosing to exit the Zone and the results of the staff vote. The DPS Board is not required to take any official action on the letter, but cannot compel the school to remain in any way if the consent vote has reached the necessary threshold.

Once both Boards have been alerted, the school will enter into a planning phase with Denver Public Schools personnel to facilitate their return to district-managed innovation status, which will take effect on July 1, the first day of the following school year. NDIZ will offer support in this process where necessary.

## Section 2: Innovation Zone Organization

### Structure of Zone Organization

The Northeast Denver Innovation Zone is a non-profit 501(c)(3) organization. The NDIZ staffing structure is designed to coordinate the key functions of the Zone to provide support to schools in the most effective and efficient way possible. Decision rights for the Zone, Board, and schools can be [found here](#). The Executive Director (ED) [leadership profile](#) and [job description](#) outline the five functions of the NDIZ ED. The ED is a long-time DPS parent and community activist in the city of Denver. She has three decades of proven experience in creating educator learning and operations structures that increase student and educator agency, efficacy, and innovation. The Executive Director resume is [available here](#).

### Zone Staffing Structure

The Zone staffing structure is designed to meet the needs of the children in the Zone. In the 22-23 school year, the ED is empathizing as the first part of the innovation cycle. Therefore, for the 22-23 school year, rather than hiring full-time staff, the Zone is utilizing consultants to meet the immediate needs of schools. Each principal chose support that best meets the needs of their students.

### Chart C: 2022-2023 Consultant Team

Consultant Expertise	Connection to mission and vision
Data reports, data-driven instruction, and culture building. Building capacity in school leaders to build data stories.	<p>Collect data on student and staff growth and satisfaction to monitor our mission, vision, and goals. Providing data for data review conversations, especially for specific groups of students</p> <p>Refine systems of data analysis and response, at the Zone and school level, to decrease persistent achievement gaps in Northeast Denver.</p>
Expert on equity, inclusion, and belonging; Designs ongoing learning for NDIZ leaders to reflect on equity practice. Equity is at the core of all NDIZ learning for 22-23 school years.	Empowers NDIZ's mission with a dedicated focus on equity and designing learning experiences for NDIZ leaders to enhance their equity practice.
National curriculum designer for early literacy and Expeditionary Learning	Integrate science of reading, IB units of study, and Amplify Curriculum to decrease persistent achievement gaps in Northeast Denver.
<p>National Literacy Expert, Author, and Consultant</p> <p>Supporting Northfield High school (45% of Zone students) to integrate disciplinary literacy into content areas.</p>	NDIZ Mission "result in authentic and relevant education for students in schools that are unwaveringly committed to agency, equity, and innovation."

### Zone Staffing 2023-2026

In March 2023, the ED will gather input from NDIZ principals, Instructional Leadership Teams (ILTs), Board, Teacher Advisory, the Community Advisory Team, the Thrive Denver Roadmap, and most importantly, student data to make decisions on specific roles required to meet the vision for the 2023-2025 school years.

NDIZ seeks to hire educators of diverse backgrounds. When NDIZ does hire staff, we will hire a team who is committed to agency, equity, and innovation and has the expertise to innovate schools to make these values come alive.



## School Leadership Support, Accountability, and Hiring

NDIZ understands the deep complexity of the role of the school leader and the critical importance of strong support. The principal creates the conditions for teacher quality and retention and must have space and training to support our valued teachers.<sup>2</sup> To build principal capacity, each NDIZ principal engages in:

- Coaching cycles with the Executive Director
- The LEAD evaluation process and follow up with DPS Leader improvement plan if necessary ([per DSLA master agreement](#)), concerns of school leader misconduct will be reported to DPS in accordance with agreements with the district and will follow corrective action processes in partnership with DPS HR.
- Ongoing professional learning as described by the NDIZ Professional Learning Plan.

NDIZ leaders collectively hold more than 40 years of experience as principals. It is critical that emerging leaders benefit from the wisdom and experience of NDIZ leaders, and therefore we have established the NDIZ leader apprentice model. NDIZ supports new principals in an apprenticeship model in the first year. Both the incoming and outgoing leader receive compensation commensurate with the principal role. Each principal pair will have clear roles and responsibilities for decision making and leader duties. Both leaders will be evaluated on the LEAD framework by the ED. Current principals are being trained in Executive Coaching to bolster their ability to coach incoming principal. NDIZ created this process in partnership with DPS HR.

The process to hire and support new principals was co-created by NDIZ principals and outlined here: [NDIZ principal hiring plan co-created with principals](#). Applicants to NDIZ leader roles will have a conversation and written documentation prior to selection to understand the unique role of being a Zone Principal including supervision by a third party nonprofit; understanding the goals and flexibilities in the innovation plan; and understanding the apprentice principal role.

Once selected, new leaders will receive onboarding training including their status as a district employee who is supervised by a third party nonprofit; understand the goals and flexibilities in the innovation plan, and will meet with the Board and ED to discuss the unique governance structure of the zone.

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<sup>2</sup> Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.



## NDIZ Professional Learning Plan for Leaders 2022-2023

Deeper learning for students begins with deeper learning for educators (Mehta, 2018).<sup>3</sup> NDIZ leader learning, 17 leaders in total, is prioritized in 2022-23 school and serves as symmetry for teacher learning. This plan illustrates the types of learning leaders experience in 22-23.. Each year, the professional learning plan will be co-created with the leaders based on staff and student data.

NDIZ Leader Learning Plan
Learning Targets ( Educators choose from targets to focus on all year)
<p><b>Agency:</b> I embrace my power, autonomy, and responsibility to dream big and act now to improve the student experience:</p> <ul style="list-style-type: none"><li>• Triangulate my beliefs, my practice, and current research to refine my practice</li><li>• Collect, analyze, and share data on the impact of my work on student learning, belonging, and agency</li><li>• Ensure educators and students in my care experience agency and ownership of their learning</li></ul> <p><b>Innovation:</b> I name and take concrete leaps in practice to improve learning, belonging, and agency for educators and students in my care:</p> <ul style="list-style-type: none"><li>• Implement routines to know learners deeply in order to take responsive leaps in my practice</li><li>• Engage in ongoing reflection, embrace feedback from peers, and revise practice</li><li>• Make learning visible to build collective wisdom of educators in NDIZ</li></ul> <p><b>Equity:</b> I increase my agency to embed equity and innovation in my professional practice:</p> <ul style="list-style-type: none"><li>• Reflect on my mindset and practice to work toward transformative change for equity and inclusion within the NDIZ</li><li>• Analyze my practice to hold myself accountable to high standards for each child</li><li>• Use culturally responsive practices to support high expectations for all learners</li></ul>

<sup>3</sup> Mehta & Fine. 2019. *In Search of Deeper Learning in American Schools*. Harvard Press.

- Implement routines and rituals to know families deeply and leverage their cultural assets to enhance learning, belonging, and agency
- Create and implement routines that allow learners to develop a sense of belonging, critical consciousness, and deep cognitive engagement

**Symmetry:** I accelerate high-quality learning for students by providing high-quality learning for educators:

- Provide time and space to read, write, talk, think, and make meaning of new learning
- Provide choice, voice, and safe space to create and apply relevant learning
- Recognize the symmetry between student and educator learning, belonging, and agency
- Create a professional learning plan that prioritizes a few key topics and spirals back to learning throughout the year

### Learning Structures to Meet Learning Targets

Zone Collective Learning	Small Group Learning	Individual Coaching	School Choice Learning
<p><b>NDIZ Clarity Updates:</b> 30 minutes each event, ongoing asynchronous leader website</p> <p><b>Equity Learning</b> (<i>approx 2 hours</i>): Paired with family visit. September, November, January, March</p> <p><b>Innovation Renewal Workshops</b> September and October</p>	<p><b>(Choose 1)</b></p> <p><b>Communities of Practice</b> (CoPs) Oct, Dec, Feb, April (<i>approx 2 hours</i>):</p> <p>Or</p> <p><b>Learning Labs</b> December, Feb, April (<i>approx 4 hours</i>):</p>	<p>12-week cycles per leader- 6 leaders Per 12- week cycle.</p>	<p>Swigert: Integration of units and CDE reading requirements</p> <p>McAuliffe Manual: Alignment between standards, units, and expeditions</p> <p>Northfield: Disciplinary Literacy in Science and Social Studies</p>

### Evidence of Impact

<ul style="list-style-type: none"> <li>• Participant Reflections</li> <li>• Collaborate and Your Voice</li> <li>• Self-Reflection on Rubric</li> <li>• June celebration of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Participant Reflections</li> <li>• Collaborate and Your Voice</li> <li>• Self Reflection on Rubric</li> <li>• June celebration of learning</li> </ul>	<p>Coaching notes and reflection</p>	<ul style="list-style-type: none"> <li>• Participant Reflections</li> <li>• Student work</li> <li>• Self Reflection on Rubric</li> <li>• June celebration of learning</li> </ul>
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## Zone Finances

### Zone funding Model

Zones will follow the district Funding Model developed by the DPS Finance Team as outlined [here](#). The linked communication indicates that the model will remain in place for the NDIZ's entire review period. In the event that the District requests significant changes to the funding model prior to the end of the Zone's review period, the Zone reserves the right to provide feedback and engage in negotiation regarding the funding model, subject to final approval by the district.

Funds will be used to support school goals as described in the NDIZ Schools Innovation Plan and promote agency, equity, and innovation in school programming.

The three-year projected Zone-level budget [Link here](#) for budget and how it is used to achieve NDIZ's mission and goals.

The plan describes how funding from the Zone funding model is used at the school and Zone levels to achieve the mission and academic performance goals.

### Collective NDIZ Budget Creation Process

#### **December:** Budget Summit: Zone Principals and ED

- Zone Schools review proposed budgets for the following school year. This review takes place before district budget cycles.
- Zone ED shares proposed revenue for the following school year.
- Principals make recommendations about how Zone revenue is spent to meet student learning and belonging goals as outlined in the Innovation Plans.
- Principals make recommendations for budget efficiencies and staff sharing.
- Principals and EDs use the NDIZ decision-making model to create a budget proposal for Board Review.
- Review Zone Fees for next year. The current plan in the 3 year budget is \$100 per student in the whole zone, across all three schools.

#### **January:**

- ED and Principals share Zone budget proposal with NDIZ Board for approval.
- Schools work on budget proposals for the following year with their DPS budget partners.

#### **February:**

- Zone revises budget based on school budget process.
- Zone Board approves the final budget for the following school year.

#### **Ongoing:**

- Zone Board, Zone Treasurer, and Principals view the Zone budget every other month at Zone Board meetings.
- The Executive Director meets with the NDIZ accountant twice monthly.
- The Zone engages in an annual audit.
- Zone Budget Review at the Principal meeting.

## Zone Services Overview

Chart D: Zone Services

Service	Alignment to Mission, Vision, Theory of Action	District Service Replacement **	Evidence Impact and Quality
<b>Advocacy and Strategy</b> <ul style="list-style-type: none"> <li>Ensure students and staff thrive with school autonomy</li> <li>Advocate for protection and expansion of school autonomies</li> <li>Provide support for innovation review submissions</li> </ul>	<p>Space to collaborate to take action to promote agency, equity, and innovation</p> <p>Schools are best governed by a small group of local educators who know students and educators as learners and people</p>	No	NDIZ ED Leader Evaluation Review Submissions
<b>Operations</b> Coordinate NDIZ schools and the operational service departments of the DPS		Yes: Operational Superintendent  NDIZ schools' current intention with providing curricular support, but that NDIZ and NDIZ schools will continue to partner with the district to clarify how these supports are provided in alignment with the MOU/PSA.	NDIZ ED Leader Evaluation
<b>Finance</b> <ul style="list-style-type: none"> <li>Oversee the budgeting process</li> <li>Find funding sources to support innovation in Zone schools.</li> <li>Advocate for budget flexibilities</li> </ul>	<p>Agency to develop budget advantages that are not achievable by individual schools alone</p> <p>Employ agency to direct key</p>	Partner with DPS Budget  No	NDIZ ED Leader Evaluation Yearly Audits NDIZ Treasurer Reports NDIZ Board Evaluation

	resources—including people, time, and resources		
<b>School Planning</b> <ul style="list-style-type: none"> <li>Create and monitor school Unified Improvement Plans (UIPs)</li> <li>Align Innovation Plans to UIP</li> <li>Align School planning to school common interests (Chart B)</li> <li>Data Support</li> <li>School Site Visits</li> </ul>	<p>Innovation laboratory that empowers and supports educators to innovate practice to respond to each student's needs.</p> <p>Innovate practices that result in authentic, relevant, and challenging education for students</p>	<p>Yes (Collaboratives)</p> <p>No: Assessments such as ACCESS</p> <p>Yes - Data Support and DDI</p> <p>No: Data analysis on CDE required exams</p>	NDIZ ED Leader Evaluation Meet UIP Goals
<b>Leadership Support</b>  <i>Principal Support</i> <ul style="list-style-type: none"> <li>Partnership, instructional coaching, LEAD evaluation process</li> </ul> <i>School Leader Support</i> (assistant principals, teacher leaders) <ul style="list-style-type: none"> <li>Plan ongoing, monthly high-quality leader learning around Agency, Equity, and Innovation. Align leader learning to school common interests (Chart B)</li> </ul>	<p>Have space to collaborate to take action to promote agency, equity, and innovation</p> <p>Utilize a design cycle to innovate and implement high-impact strategies in learning and belonging</p> <p>Collective wisdom is power</p>	Yes: Collaborative Director	NDIZ ED Leader Evaluation Feedback on Professional Learning Application of Innovative Practice
<b>External Relations</b>		No	NDIZ ED Leader Evaluation
<b>Collaborative Zone Structures</b> Teacher and Family Advisory Align structures to school common interests	<p>Cultivate an equity mindset to learn from the expertise and assets of NDIZ families and community.</p> <p>School leaders and educators, in partnership with their communities, are best</p>	No	NDIZ ED Leader Evaluation, Survey of Teacher and family council

	positioned to make school-level decisions		
<b>Educator recruitment, hiring, and retention.</b> Teacher and Leader Pathways	Recruit, retain, and support educators who want to build careers in NDIZ	Supplement, but not Replace (DPS HR team)	Process and recommendations approved by school/CSC/ equivalent, NDIZ Board, and Superintendent

## Section 3: Alternative Governance Structure

### Zone Governance Board Structure

The Northeast Denver Innovation Zone Board is currently composed of five members. The [Board member job description](#) outlines the duties and responsibilities of individual board members. As outlined in the [NDIZ Board bylaws](#), the Board has a Chair, Secretary, and Treasurer. The Board meets every other month and rotates meeting locations among the NDIZ schools. The Board complies with Colorado's open meeting law, and NDIZ Board members are non-paid volunteers. Currently the NDIZ Board has four working groups, or committees. 1) Equity, Diversity, and Belonging, 2) Board expansion and onboarding, 3) Story Telling, 4) Finance. The Board completes an [annual self-evaluation](#). Each month, Board members hear stories of an educator and student at each school and how they consider Agency, Equity, and Innovation in their school designs. [See Cards Here](#)

### Key Functions/Responsibilities of Zone Board

The NDIZ Board approves the strategic vision for the Zone and is ultimately accountable to the DPS Board for improving student outcomes at Zone schools. The Zone Board is responsible for making decisions in the following areas:






- Approves Zone strategy that prioritizes school autonomy
- Hires and gives substantial responsibility to the Zone's Executive Director and team. The Board hires and dismisses the ED and the ED hires the team.
- Evaluates Zone's Executive Director performance
- Ensures a pipeline of school leadership options
- Approves Executive Director's school leadership recommendations and makes recommendations to the DPS Superintendent regarding the hiring and dismissal of school leaders
- Approves key policies, contracts, and annual budget
- Ensures compliance with state and federal laws
- Oversees Zone leadership's maintenance of district and nonprofit requirements
- Prioritizes success for all students and the nurturing of a collaborative community of schools within the Zone
- Currently the Board

### Experience/Qualifications of Board Members

NDIZ board members ([roster with resumes](#)) were recruited to ensure representation across the neighborhoods in which the Northeast Denver Innovation Zone schools reside and a broad range of experience to ensure the Board is able to effectively carry out its fiduciary and



oversight responsibilities. Identified Board members bring a wide range of experiences and skills to the organization. Board members were recruited to ensure representation across the neighborhoods in which the Northeast Denver Innovation Zone schools reside and a broad range of experience across areas of expertise to ensure the Board is able to effectively carry out its fiduciary responsibilities.

				
<b>Anne Rowe</b> Former DPS Board President Principal, La Vie & Company SE Denver Resident	<b>Victoria Scott-Haynes</b> Partner, RootED North City Park Resident	<b>Ulcca Joshi-Hansen</b> Chief Program Officer at Grantmakers for Education, Parent Representative Montclair Resident	<b>Michelle Culver</b> Co-founder Systems Learning Lab Park Hill Resident	<b>Rachele Espiritu</b> Former DPS Board Member, Founding Partner at Change Matrix, Parent of Northfield HS student
<b>NDIZ Board Chair</b>	<b>NDIZ Board Secretary</b>	<b>NDIZ Board Treasurer</b>		

## Oversight of Zone Organization/Staff

The NDIZ Board is responsible for completing an annual evaluation of the Zone Executive Director using the following process:

- Board and Executive Director collaboratively set annual goals
- Executive Director provides updates and progress to the Board during bi-monthly Board meetings
- Board elicits 360 feedback from school leaders and other key stakeholders in April using a survey evaluation tool ([2022-23 tool linked here](#))
- Each Board member also completes the evaluation tool
- Executive Director completes a self-evaluation using the same evaluation tool with supplemental questions
- The Board Secretary or other designated Board member compiles results into a report
- Board meets in closed session to discuss the report
- Board Chair and Board Secretary or other designated Board member meets with the Executive Director to discuss evaluation no later than May 31
- If the Executive Director is not meeting expectations the Board will provide a [performance improvement plan](#) to be reviewed at 30 and 60 days.

## Zone Organization Leader Hiring

The NDIZ Board hired a new Executive Director effective in June 2022. The process that the Board developed is outlined below. Before commencing a new search, the Board will meet to review this process and make any necessary updates for the specific hiring situation. The Board will consider contracting with a recruiter to facilitate a search, and the candidate evaluation process will include multiple options for stakeholder engagement.

- Recruiter/Board hiring subcommittee will speak with other NDIZ Board members, school leaders, as well as other external supporters to create an ED [leadership profile](#) and [job description](#)
- Recruiter/Board hiring subcommittee will develop a targeted list and advertising plan
- Recruiter/Board hiring subcommittee will complete candidate screening process
- Board hiring subcommittee completes interviews with candidates
- DPS Zone school leaders complete interviews with candidates
- Finalist candidates complete a high school student interview panel, a cross-school educator panel, and community meeting process
- NDIZ Board of Directors and NDIZ school leaders select new Executive Director

## Academic Oversight of Zone

NDIZ is committed to continued student achievement and closing achievement gaps that persist in Northeast Denver. To ensure each child learns and grows, the NDIZ Board and Executive Director review data, develop and monitor interventions, engage in site visits, and take responsibility and action to ensure high quality leadership in each school.

### Data Review

1. Quarterly reviews of academic data with each school ILT and ED. Academic data reviewed reveals progress towards school UIP goals described in the Zone Goals section.
2. ED shares overall Zone Academic data with Board in September and March.
3. Each school Principal shares academic data with Board 1x per year.
4. Board members serve on school visits 2x per year.

### Intervention

If adequate progress is not made on school goals

1. Board and ED will create and monitor a school improvement plan in alignment with CDE and DPS practices, interventions, and accountability.
2. ED will meet with principal and DPS support partners (ie.. MLE, SPED) to align support to school improvement plans.
3. ED will engage with CDE partners to support school improvement.

**School Review Teams:** At least two Board members will engage in structured school visits with school teams two times a year. NDIZ School Review Team (two leaders, one student, one teacher, one family member) evaluate growth on NIDZ Framework for Agency, Equity, Innovation as well as progress on school UIP, Black Excellence plan, MLE support, and Innovation plan from beginning of year to mid year. The same team will visit the same schools over three years. The debrief protocol will leverage strong relationships built across NDIZ staff and will include reflection on implications of practice in their own schools.

### [School Review](#)

## Financial and Operational Oversight of Zone

The NDIZ Board has oversight in finance and operations. There are both informal and formal communications between Board and Zone and schools.

### **Informal:**

- The ED and NDIZ Board Chair talk weekly about Zone operational, human resource, community, and financial issues.
- The ED informs the entire NDIZ board of critical operational, human resource, community and financial issues as they emerge.
- Principals and Board Members have strong relationships and connect with each other often on various school issues and celebrations.

### **Formal:**

- The Board publishes the meeting schedule for the whole year ahead of time.
- The ED and Board chair plan the Board meeting 1 week prior to the Board meeting.
- The Board Chair and ED send Board agenda and materials to Board members 4 days prior to meeting. Board members have the opportunity to add to the agenda.
- The Board agenda is posted on the NDIZ website 3 days prior to the meeting.
- Board meetings rotate between the three Zone schools.
- Zone principals are always invited and attend when possible.
- At each meeting, a school educator and student tell their story of Agency, Equity, and Innovation.

An MOU, Professional Services Agreement, or equivalent document between the Denver Public Schools Board of Education and the Northeast Denver Innovation Zone will be entered into upon completion of the review. The current MOU will stay in place until a new agreement between NDIZ and DPS is negotiated and agreed upon by both parties.

### **Budget Process**

The NDIZ board works closely with the ED to develop a yearly budget that brings the mission and vision to fruition. The budget timeline is described below. Financial reporting to the district

is done in accordance with the terms of the MOU, Professional Services Agreement, or equivalent document.

Timeline for Budget		
Month	Action	Parties
June	Reflect on previous year budget	ED, Principals, Board President, and Board Treasure
July	Adjust next year budget based on <ul style="list-style-type: none"> <li>• 3 year plan</li> <li>• Acutals</li> <li>• Stated strategies</li> </ul> Prepare for annual audit	ED, NDIZ accountant
August	Engage in yearly audit	
December	Budget Summit: Zone Schools review proposed budgets for the following school year. This review takes place before district budget cycles. <ul style="list-style-type: none"> <li>• Zone ED shares proposed revenue for the following school year.</li> <li>• Principals make recommendations about how Zone revenue is spent to meet student learning and belonging goals as outlined in the Innovation Plans.</li> <li>• Principals make recommendations for budget efficiencies and staff sharing.</li> <li>• Principals and EDs use the NDIZ decision-making model to create a budget proposal for Board Review.</li> <li>• Determine Zone Fees for next year.</li> </ul>	Zone Principals and ED
January	<ul style="list-style-type: none"> <li>• ED and Principals share Zone budget proposal with NDIZ Board for approval.</li> <li>• Schools work on budget proposals for the following year with their DPS budget partners.</li> </ul>	Zone Principals, ED, DPS budget partner
February	<ul style="list-style-type: none"> <li>• Zone may adjust the budget based on the DPS school budget process.</li> </ul>	Zone principals, ED, NDIZ Board

	<ul style="list-style-type: none"> <li>Zone Board approves the final budget for the following school year.</li> </ul>	
Ongoing	<ul style="list-style-type: none"> <li>Monthly check- ins Board Treasurer, ED, and NDIZ Accountant</li> <li>Board meeting standing agenda item to review and approve monthly financials.</li> <li>Financials approved publicly.</li> </ul>	

### Grievance Process

Grievances are addressed using the outlined [grievance process](#). If the Board of Directors receives a complaint about a DPS employee, or a complaint related to DPS or Title IX processes, the zone board is required to refer it to the district.

### Chart E: Zone Decision Rights

Function/ Service	NDIZ ED and Team	NDIZ Board	Principals	NDIZ ILTs	Teacher Advisory	Community Forum
<b>Advocacy and Strategy</b>	Responsible	Input	Responsible	Input	Input	Input
<b>Operations</b>	Responsible	Responsible	Responsible	Input	Input	Input
<b>Finance</b>	Responsible	Responsible	Planning	Input	Input	Input
<b>School Planning</b>	Input	Input	Responsible	Responsible	Input	Responsible (CSC) and input
<b>Leadership Support</b>	Responsible co-design	Input	Responsible co-design	Input	Input	
<b>Leader evaluation</b>	Responsible	Accountable	Input			
<b>External Relations</b>	Responsible	Responsible	Responsible	Input	Input	Input
<b>Community Input Structures</b>	Primary organizer structure	Input	Responsible	Input	Input	co-design

<b>Ensuring high quality educator learning</b>	Co-designer Responsible for implementation	Input	Co-designer Responsible	co-designer	co-designer	Input
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## Stakeholder Engagement and Decision Making

The NDIZ Board of Directors takes their role seriously and uses community feedback when making decisions for the organization. Most Board members live within the school boundaries of one of the zone schools, have students within their families that attend/have attended one of the schools, and the Board is majority people of color. The Board intends to expand in the new year to bring on two educators, which will provide a stronger connection to the educator community.

First, the Board holds open meetings in line with Colorado's open meeting law, and encourages stakeholders to listen and participate. The NDIZ Board has invited DPS School Board members to attend an NDIZ Board meeting to share with us and have an opportunity to hear directly from the school leaders. The NDIZ Board has been proactive in pursuing a collaborative relationship with the district. In addition, each Board meeting includes a component where a teacher and student join to share their connections to the zone's core values. The Board also presents the Zone to school staff and school governing bodies.

During a leadership transition during 2021-2022, the NDIZ Board of Directors took time to engage in a thorough redesign process to ensure the Board understood the needs of the school leaders and school communities. Board members met with each school leader and school community. Also at Board direction, school leader empathy interviews and educator focus groups were completed. During the Executive Director hiring process, the Board held stakeholder meetings with school leaders, school staff, and community and collected feedback that ultimately led to the final candidate selection.

Finally, Board members engage in the larger innovation ecosystem and also spend time collaborating with the other two zones. Board members are also engaged in the Zone communities in many other ways and are present within schools on a regular basis.

## Supplemental Materials

- a. [Academic data and reflections on how this demonstrates progress towards previous zone performance goals](#)
- b. **Operational documents:**
  - [Zone organizational chart](#), staff roster (showing each position title and FTE), and zone [staff job descriptions](#);
  - Documented notices of concern and their resolution;
    - Email ["No Additional Follow up Required"](#); Follow up reflecting conversation with ED and A&A department 11/2
- c. **Governance documents:**
  - [Board Member Roster and Resumes](#);
  - [Bylaws](#);
  - [Conflict of Interest Policy](#); and [folder of all signed](#)
  - [Board commitments](#) (and [folder of all signed](#))
  - [Grievance Policy and Process](#);
  - [Board Minutes for the Previous Year](#);
  - [Zone Leader Evaluation Tool](#)
  - [Attestations](#)
- d. **Documentation of stakeholder engagement in development of the renewal plan**  
**Feedback/Input on Zone Renewal Submission**

Equitable innovation requires empathizing with the user and adjusting based on user input. The Zone review has given our community another opportunity to collectively dream big for our students. The Zone renewal submission was created by and for the following stakeholders on the following dates. School renewal plans included input from these stakeholders and students. After the first round of the application, the Zone ED will get input from students on the zone plan.

**Chart F: Zone Input**

	<b>McAuliffe International</b>	<b>McAuliffe Manual</b>	<b>Northfield</b>	<b>Swigert</b>
CSC	10-6	9-22	10-18	10-26
ILT	10-28	10:31	10-18	10-26
Teacher Advisory	9-29 10-27, 11-12	9-29 10-27, 11-12	9-29 10-27, 11-12	9-29 10-27, 11-12
Family input	10-3, 10-17, 10-27. 11-14	10-3, 10-17, 10-27, 11-14	10-3, 10-17,10-27. 11-14	10-3, 10-17,10-27
School Renewal Teams	9-7, 9-21, 9-28, 10-26,	9-7, 9-21, 9-28, 10-26	9-7, 9-21, 9-28, 10-26	9-7, 9-21, 9-28, 10-26
Principal Input	Weekly meetings	Weekly meetings	Weekly meetings	Weekly meetings

## **Academic Data/Student Outcomes**

The Northeast Denver Innovation Zone has a proven track record of providing students with rigorous learning experiences which result in the NDIZ students out performing students in the rest of DPS. The implementation of a clear instructional model in each school including IB and expeditionary learning support high student achievement (See page 13).

NDIZ Schools have Strong Academic Outcomes. NDIZ students significantly outperform students in non charter and non innovation schools in DPS.

1. All four NDIZ schools are green on CDE state performance framework in 2022.
2. COSAT and CMAS data below indicate NDIZ schools outperform DPS run schools in most areas.
3. SCI: School Clusters include charter and innovation schools, have significantly different testing sizes, include unsimilar school models, and schools with differing enrollment circumstances (boundary vs. non-boundary, magnet programs with an application).
4. Additional evidence of strong academic outcomes for students is included in data below.



## Similar School Clusters

### McAuliffe International Middle School

- McAuliffe International double (1,600) number of students in the testing sample to calculate mean score.
- No similar school model in cluster group
- 4/8 schools in the cluster are district managed

School	Mean Score	Model	Size	District Managed
McAuliffe International	766.3386916	Innovation	1600	Innovation
Slavens K-8	779.542268	K-8 May not have typical 5th to 6th grade academic decline	702	Yes
Denver School of Arts	768.9966611	Audition only	1000 (6-12)	Yes
Bill Roberts	776.6873385	K-8 May not have typical 5th to 6th grade academic decline	800	Yes
Denver Language School	762.2328767	District Charter	885	No
Denver Green School	759.3955916	Innovation	569	No
Morey Middle School	771.8218623	Gifted and Talented, and Highly gifted and talented Magnet	359	Yes
Odyssey School	742.4017094	Expeditionary Learning Charter	262	No
Girls Athletic	737.627551	Charter	325	No

## McAuliffe Manual Middle School

- In the school cluster, 3/9 are charter schools and score significantly higher in the cluster.
- 2/9 schools are K-8/k-12
- Students in testing sample size vary, in some cases by 3 times.
- Instructional models vary

School	Mean Score	Model	Size	District Managed
McAuliffe Manual	721.9450262	Innovation	230	Innovation
Bear Valley	720.9614428	IB	338	Yes
Denver Discovery School	703.4230769		155	Yes
Dora Moore	727.6694215	K-8 May not have typical 5th to 6th grade academic decline	380	Yes
DSST Noel	725.1538462	DSST	469	No-Charter
DSST Conservatory Green-MS	733.6368421	DSST	470	No-Charter
DSST- Green Valley MS	735.4200864	DSST	485	No-Charter
Hamilton MS	721.3505808	IB, Gifted	723	Yes
Kunsmiller	718.7047308	Arts Magnet Application process K-12 ( May not have typical 5th to 6th grade academic decline)	870	Yes

## Northfield High School

- 2/7 of schools in the cluster are district managed.
- 4/7 schools have significantly lower the number of students in cluster to calculate mean score
- Instructional models vary

School	Mean Score	Model	Size	District Managed
Northfield	500.3122	IB Innovation	1600	Innovation
Denver School of the Arts	549.29	Audition only	1000 (6-12)	Magnet
East High School	507.48		2581	Yes
South High School	471.55		1700	Yes
DS Innovation and Sustainable Design	471.74	Competency Bases	143	Innovation
Denver Montessori HS	449.06	Montessori	263	Innovation
DSST Byers	514.00	DSST	569	Charter

### Swigert International Elementary

- 5/11 district managed schools
- Students in testing sample size vary, in some cases by 2 times.
- Instructional models vary

School	Mean Score	Model	Size	District Managed
Swigert	760.7272	IB Innovation	568	Innovation
Carson Elementary	760.3891753		432	Yes
Cory Elementary	770.1409396		395	Yes
C3	755.3978495	Innovation	307	Innovation
Denver Language	754.0064935	Charter	885	No- Charter
Edison Elementary	764.8183962		512	Yes
Lincoln Elementary	761.0466321		205	Yes
Odyssey	742.9253731	EL Charter	262	No- Charter
Teller Elementary	764.5337995		510	Yes
Westerly Creek Elementary	767.5332226			Yes
Willow	753.9642185			Innovation

Additional Evidence of Strong Academic Outcomes for NDIZ Schools Not Statistically Different from Mean SCI		
School	Academic Outcome	Supporting Data
McAuliffe International	McAuliffe International students exceeded expectations in both ELA and Math as measured by CMAS.  Additionally, they exceeded expectations with regards to student growth, in both ELA and Math, as measured by CMAS.	CMAS Achievement: Mean Score ELA 770.8 Math 762.8  CMAS Growth: MGP ELA 69 Math 85
	All reportable disaggregated student groups met CDE School Performance Framework (SPF) expectations with regards to student growth, as measured by CMAS.	CMAS English Language Arts English Learners: MGP 67 FRL: MGP 57.5 Minority: MGP 66  CMAS Math English Learners: n < 20 FRL: n < 20 Minority: MGP 80.5
	The CDE Data Explorer Growth vs. Achievement scatterplot shows McAuliffe International outperforming nearly every middle school in Denver Public Schools in both English and Math.	<a href="#">See slide one for data charts</a>
Swigert	Fall 2022: 93% of students are at or above grade level at K-3 I-station  Jan 2022: Access 38% MLE's K-5 are bridging or expanding  Students grew significantly in grade level literacy skills as measured by I-station.  Fall 21–74% at grade level to Spring 22–93% at grade level	<a href="#">See slide two for data charts</a>

### Additional Evidence of Strong Academic Outcomes for NDIZ Schools Below the Mean SCI

School	Academic Outcome	Supporting Data
McAuliffe Manual	In 2022, McAuliffe Manual earned an official rating of <u>Performance-Green</u> , as measured by the CDE SPF.	2022 SPF: 65/100 Points Earned
	Additionally, they met the Accountability Participation Rate of 95%.  This compared to a rating of <u>Priority Improvement</u> in 2019, as measured by the CDE SPF.	2019 SPF: 49.9/100 Points Earned
	McAuliffe Manual students met expectations with regards to growth in ELA, as measured by the CDE SPF and exceeded expectations in Math.	CMAS Growth: ELA MGP 50.5 Math MGP 73.5
Northfield	Northfield earned an official rating of <u>Performance-Green</u> , as measured by the CDE SPF.	2022 SPF: 64.5/100 Points Earned
	Northfield students met expectations in both ELA and Math as measured by CMAS.	CMAS Achievement: Mean Score ELA 490.1 Math 470.8
	2021-2022 ACCESS MGP exceeded the DPS MGP, as did the ACCESS Percentage On Track.	ACCESS MGP Northfield: 55.5DPS: 49 ACCESS Percentage On Track Northfield: 40% DPS: 28%
	IB Data: We are proud of the Northfield team commitment to IB for all.	2022 data results: Highest percentage of IB Diploma students earning their diploma (75%) in NHS history. Our diploma pass rate has gone from 30% in 2019, to 58% in 2020, to 73% in 2021, to 75% this year.  Every single Diploma student who did not earn their

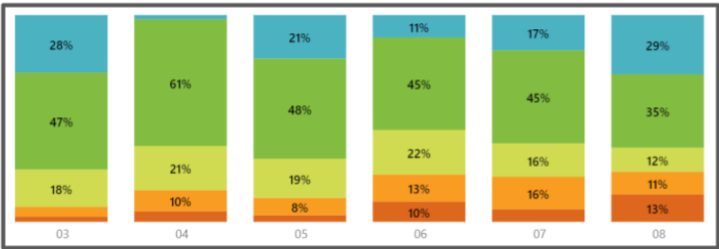
		<p>Diploma still passed at least one IB exam, many passed three or more.</p> <p>Highest number of IB Diplomas earned in NHS history: 40 (up from 27 last year) and the highest number of students of color earning the Diploma ever: 10.</p> <p>Eight of the 14 highest scoring IB Diploma students in NHS history (36+ points).</p> <p>One student earned 42/45 possible points, a truly world-class accomplishment.</p>				
	<p>Northfield's four year graduation rate exceeds the DPS graduation rate.</p> <p>Additionally, the graduation rate for all disaggregated student groups (MLL, FRL, Minorities, SWD) exceeded DPS graduation rate.</p>	<p>Four Year Graduation Rate 2022 Northfield: 95.1% DPS: 76.5%</p> <p>Disaggregated Groups:</p> <table><tr><th>Northfield</th><th>DPS</th></tr><tr><td>Black: 100% LatinX: 94.1% SwD: 87.5% GT: 98.6% FRL: 94% MLL: 95.2% Exited MLL: 97.1%</td><td>Black: 73.4% LatinX: 73.6% SwD: 58.1% GT: 93.7% FRL: 72.1% MLL: 54.4% Exited MLL: 91.8%</td></tr></table>	Northfield	DPS	Black: 100% LatinX: 94.1% SwD: 87.5% GT: 98.6% FRL: 94% MLL: 95.2% Exited MLL: 97.1%	Black: 73.4% LatinX: 73.6% SwD: 58.1% GT: 93.7% FRL: 72.1% MLL: 54.4% Exited MLL: 91.8%
Northfield	DPS					
Black: 100% LatinX: 94.1% SwD: 87.5% GT: 98.6% FRL: 94% MLL: 95.2% Exited MLL: 97.1%	Black: 73.4% LatinX: 73.6% SwD: 58.1% GT: 93.7% FRL: 72.1% MLL: 54.4% Exited MLL: 91.8%					

COSAT and CMAS data below indicate NDIZ schools outperform DPS run schools in most areas.

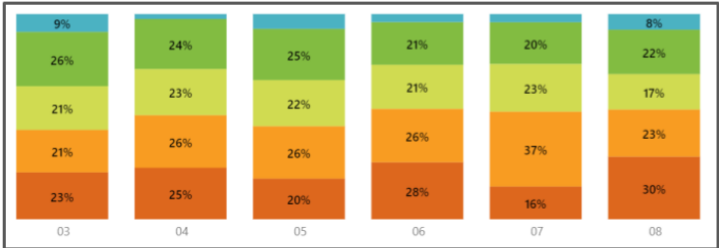
CMAS Math 2021-2022: NDIZ (Swigert, McAuliffe Manual and McAuliffe International) compared to all DPS

- NDIZ students outperformed DPS students as seen in the graphs below.
- The percentage of NDIZ students meeting or exceeding expectations on CMAS Math exceeded the percentage of DPS students meeting or exceeding expectations at every grade level.

NDIZ CMAS  
Math  
2021-2022



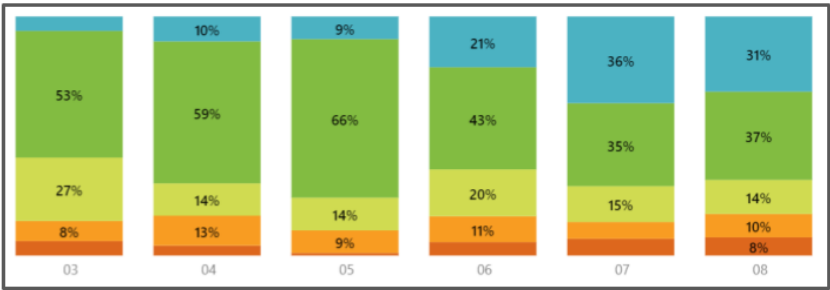
DPS CMAS  
Math  
2021-2022



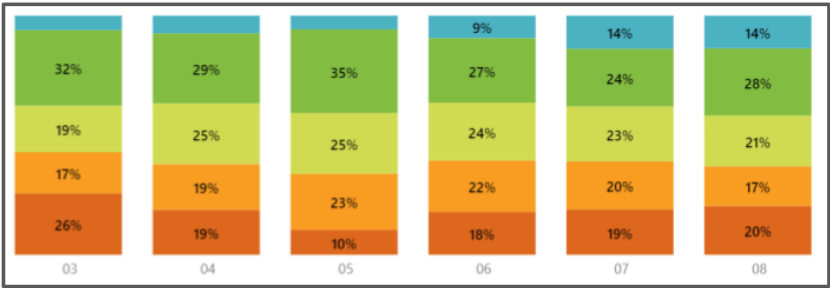
CMAS ELA 2021-2022

- NDIZ students outperformed DPS students as seen in the graphs below.
- The percentage of NDIZ students meeting or exceeding expectations on CMAS ELA exceeded the percentage of DPS students meeting or exceeding expectations at every grade level.

NDIZ CMAS  
ELA  
2021-2022



DPS CMAS  
ELA  
2021-2022

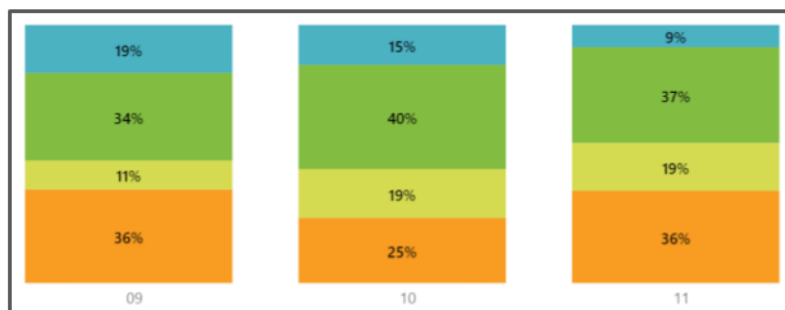




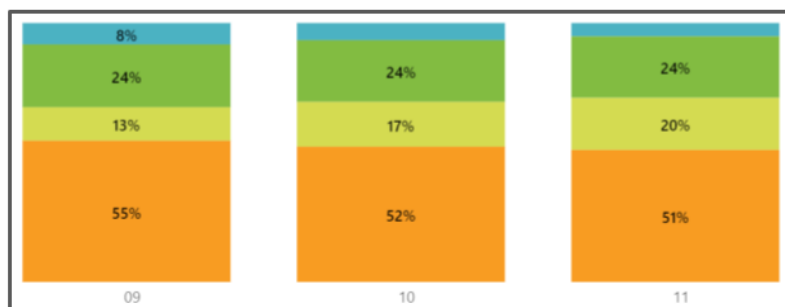
### COSAT Math 2021-2022 (NDIZ = Northfield High School)

- NDIZ students in grades 9-11 outperformed DPS students on the COSAT Math exam with 51.8% of students meeting or exceeding expectations. In comparison, less than 32% of DPS students in the 9-11th grade met or exceeded expectations.

#### NDiZ COSAT Math 2021-2022



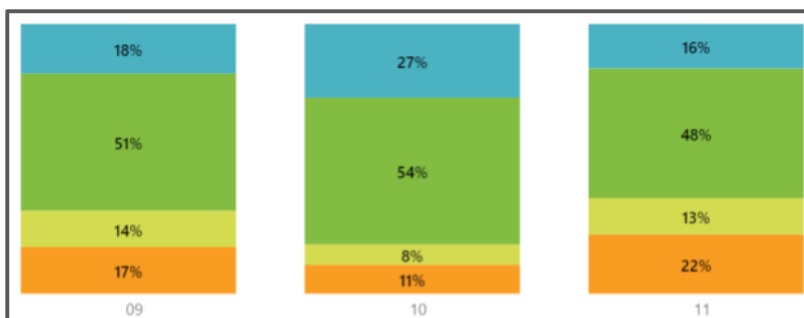
#### DPS COSAT Math 2021-2022



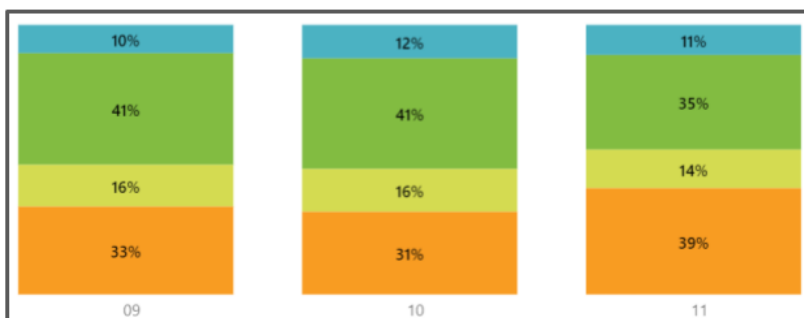
### COSAT ELA 2021-2022

- NDIZ students in grades 9-11 outperformed DPS students on COSAT EBRW with 71.9% of students meeting or exceeding expectations. In comparison, 50.6% of DPS students in the 9-11th grade met or exceeded expectations.

#### NDiZ COSAT ELA 2021-2022

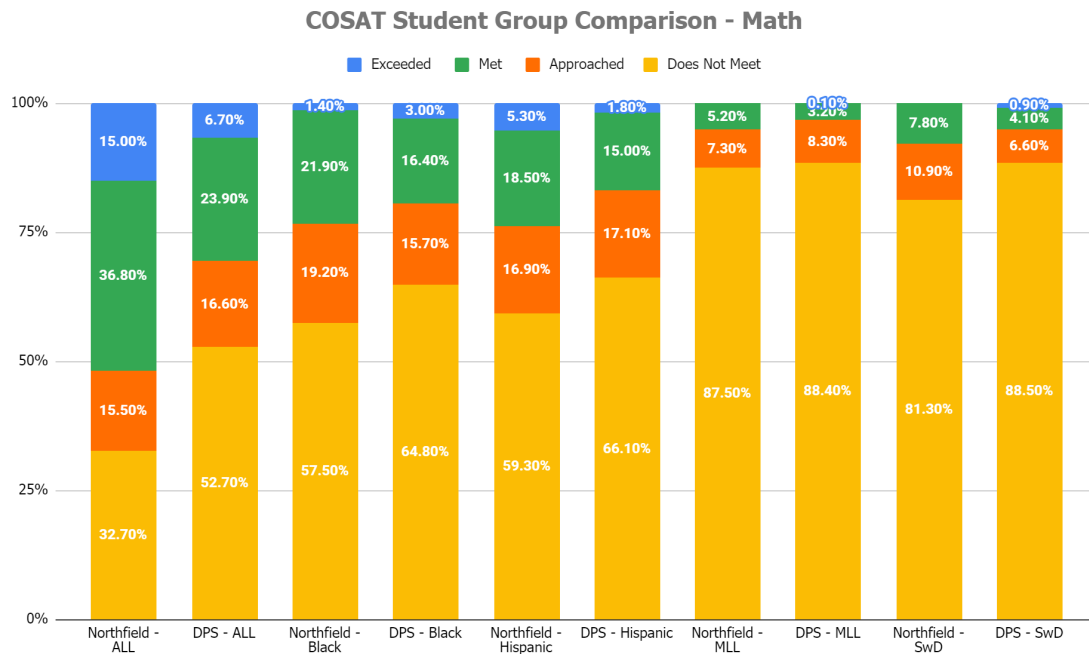


#### DPS COSAT ELA 2021-2022



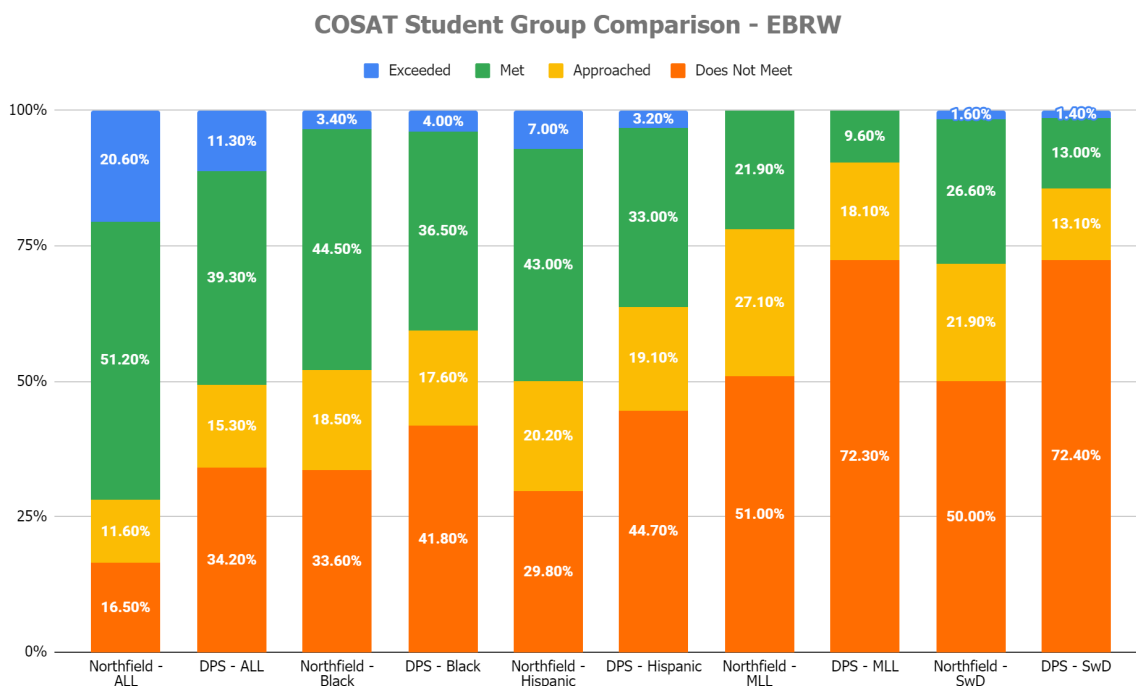
### COPSAT Student Group Comparison - Math

- The percentage of Northfield students who met expectations in Math, as measured by the P/SAT, exceeded the percentage of DPS students who met expectations for all disaggregated groups (Black, Hispanic, MLL and SwD).



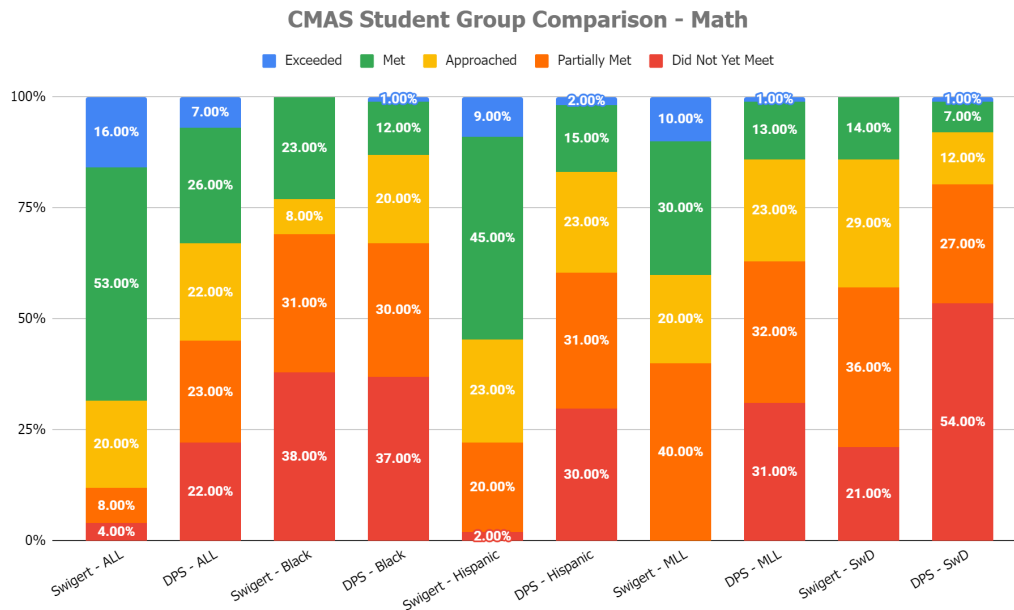
### COPSAT Student Group Comparison - Evidence Based Reading and Writing (EBRW)

- The percentage of Northfield students who met expectations in EBRW, as measured by the P/SAT, exceeded the percentage of DPS students who met expectations for all disaggregated groups (Black, Hispanic, MLL and SwD).



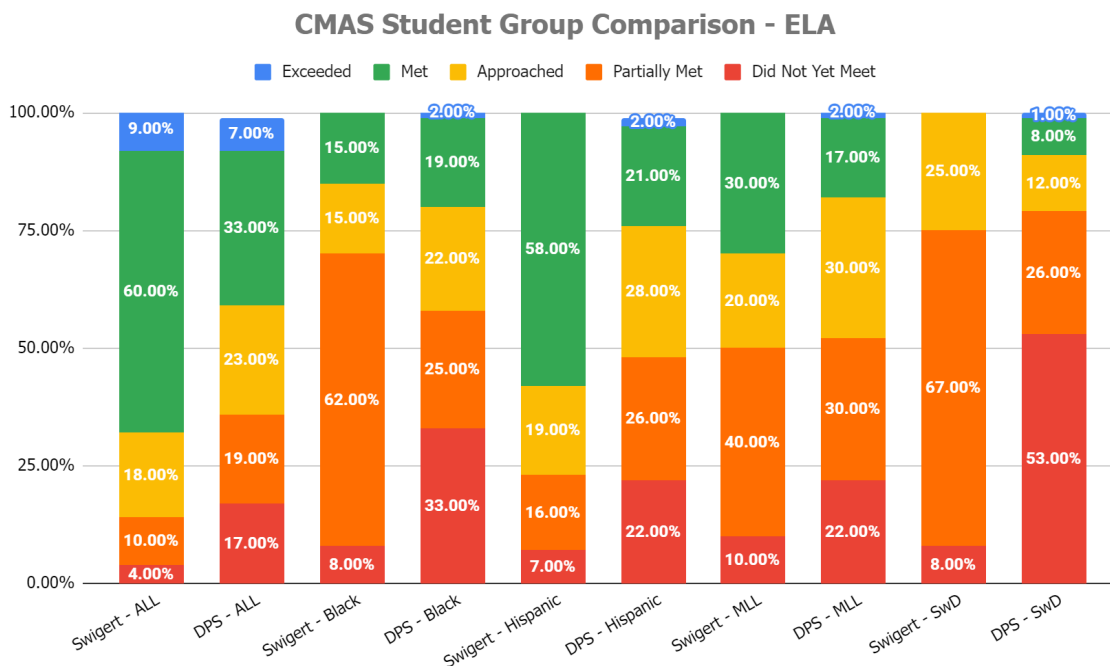
## CMAS Swigert Student Group Comparison - Math

- The percentage of Swigert students who met or exceeded expectations in Math, as measured by CMAS, exceeded the percentage of DPS students who met or exceeded expectations for all disaggregated groups (Black, Hispanic, MLL and SwD).



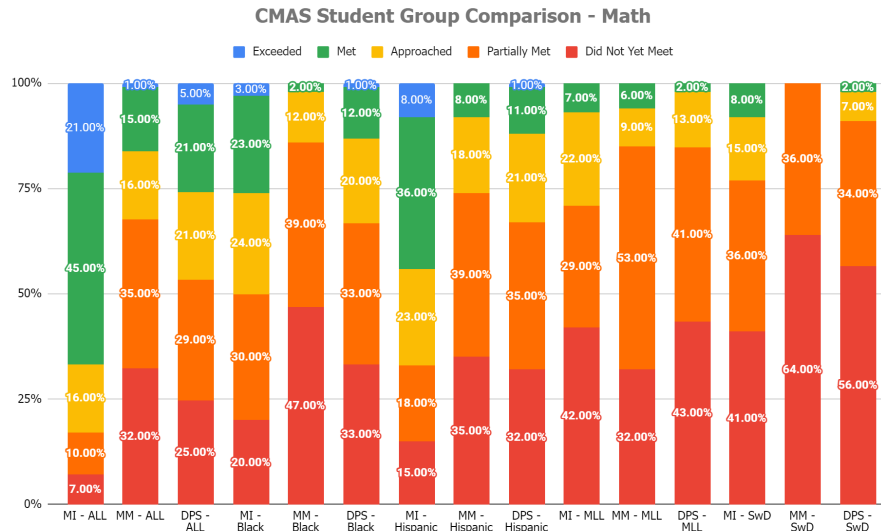
## CMAS Swigert Student Group Comparison - ELA

- Hispanic students at Swigert outperformed their DPS peers, with 58% of Hispanic students meeting or exceeding expectations, as measured by CMAS, compared to 23% of students in DPS. Additionally, the percentage of Multilingual Learners (MLLs) at Swigert who met or exceeded expectations on CMAS exceeded that of DPS MLLs, 30% and 19% respectively.



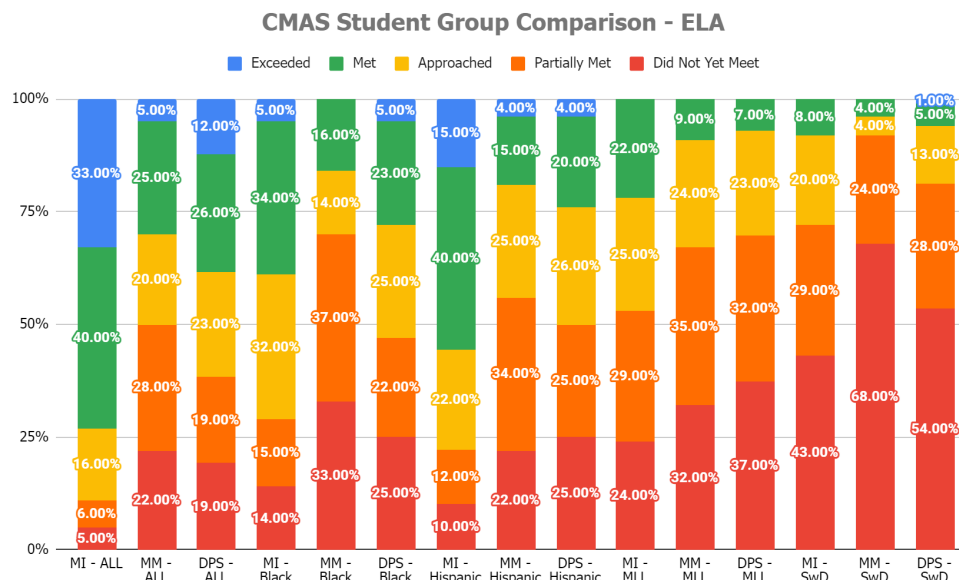
### CMAS McAuliffe International and McAuliffe Manual Student Group Comparison - Math

- The percentage of McAuliffe International students who met or exceeded expectations in Math, as measured by CMAS, exceeded the percentage of DPS students who met or exceeded expectations for all disaggregated groups (Black, Hispanic, MLL and SwD).
- The percentage of DPS students who met or exceeded expectations for most disaggregated groups (Black, Hispanic and SwD) exceeded the percentage of McAuliffe Manual students who met or exceeded expectations.



### CMAS McAuliffe International and McAuliffe Manual Student Group Comparison - ELA

- The percentage of McAuliffe International students who met or exceeded expectations in ELA, as measured by CMAS, exceeded the percentage of DPS students who met or exceeded expectations for all disaggregated groups (Black, Hispanic, MLL and SwD).
- The percentage of DPS students who met or exceeded expectations for most disaggregated groups (Black, Hispanic and SwD) exceeded the percentage of McAuliffe Manual students who met or exceeded expectations.



## GLOSSARY OF TERMS

### What we mean by....

**Agency:** Empowering learners with the independence, support, and encouragement to craft relevant goals and pathways of achievement.

**Equity:** Designing learning environments where each student feels accepted and connected and has the resources, confidence, and inspiration to thrive in the global community. We prioritize resources to close opportunity gaps across race, class, ethnicity, gender, sexual orientation, religion, ability, and language.

**Innovation:** Inspiring learners to stay curious, explore new perspectives, and take risks to reimagine learning.

**Innovation Cycle:** A thinking framework educators and other professionals use to make useful changes in practice. The steps include *empathize, define, ideate, prototype, test, back* to empathize. NDIZ aims to innovate education in ways that result in independent learners. We use the ideas from Stanford University.

**Instructional Model:** An instructional model unites school leaders, teachers, and students with shared goals, a shared understanding of how to reach the goals, and a shared vocabulary for discussing progress.

**Engagement:** Experiences that include cognitive (thinking), social (with people), and emotional (appeals to interests and experiences). The combination of cognitive, social, and emotional provides the deepest learning experiences.

**Research based practice:** Educational practices that are proven to improve student learning in multiple, valid studies and with local student groups.

**Universal Design:** Innovating learning experiences where all students are included, have support, and feel successful. In our case, our goal is to reimagine and include special education students in a more full school experience.

## Appendix

### [NDIZ Decision Making Model](#)

### [DPS emails: Data Verification and Notice of Concern update](#)