

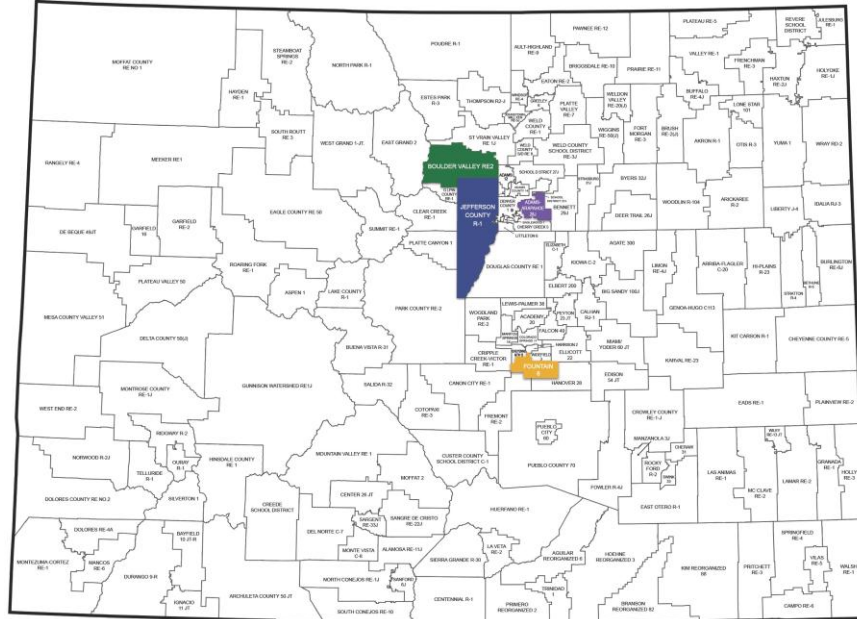


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Personalized Learning Project District Comparisons

Aurora Public Schools
Boulder Valley School District
Fountain-Fort Carson School District
Jeffco Public Schools

Personalized Learning Project Overview



School redesign is an essential part of the mission of CEI to accelerate innovation and educational improvement in Colorado. In order for systems and schools to design learning environments that are personalized for students they need the skills, mindsets, and knowledge necessary to redesign their system. This project is designed to help develop the mindsets, skills, knowledge and vision needed to successfully implement personalized learning environments for all students.

What is personalized learning to you? Here is one definition: "Personalized learning is a student-driven model in which students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes." (Curtis, Ullman, & Zmuda, 2015)

CEI will facilitate a series of events to help schools in each district move toward clarity and vision for personalized learning. This will be done to help schools and districts be ready to implement more personalized environments for students. Each school team includes an administrator and teachers representing the school. At the end of Phase I (February 2018), each school will have the option to continue or exit the project. School teams are encouraged to participate in events as detailed:

Networking Session 1 (August 2017):

A full day session designed to introduce teams to the project, build the network of schools in the cohort, and help teams better understand the deeper needs of students in their buildings as it relates to learning environments.

Empathy-Building:

Following the first networking session, each participant will conduct empathy-building activities with system users (students, teachers, etc.) in their schools and districts. District Leads will support these efforts and be responsive to the needs within the school buildings.

Networking Session 2 (October 2017):

A half day of cross-network collaboration and a half day of team planning time, school design teams will reconvene to share the empathy insights they have discovered after the first session. Teams will work across the network during this session to explore challenges using a facilitated design thinking protocol.

Seeing is Believing Expeditions (September- December 2017):

These school tours are designed to provide inspiration for what is possible in schools as they move toward personalization for students. **Seeing is Believing Expeditions** are school and district site visits to highlight exemplar initiatives and support participants in applying new models and skills to their schools. Visits are designed in close partnership with the host schools and provide participants time and support to apply new learnings immediately.

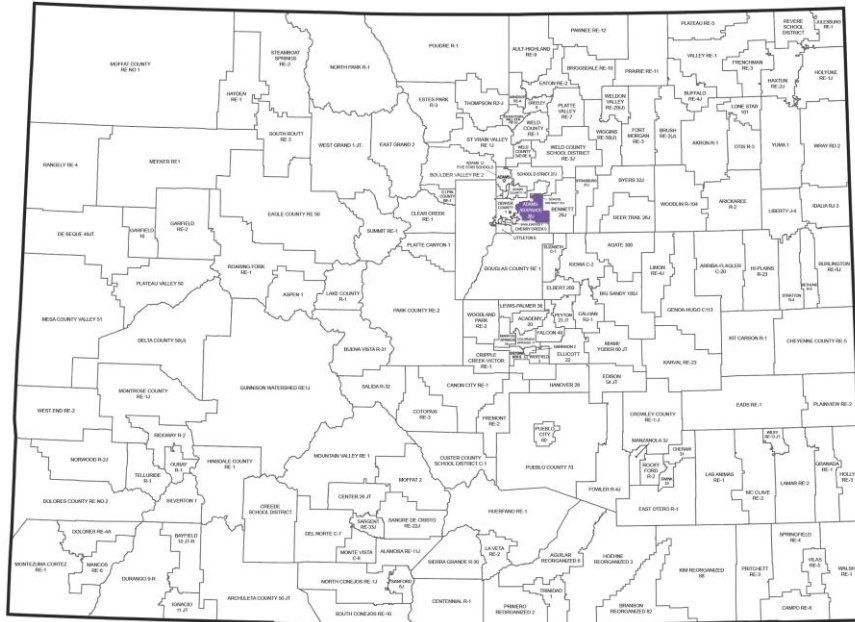
Hack Mindset Sessions (January 2017):

These sessions will introduce the practices and mindsets of Starting Small, Failing Forward to Learn, and having a Bias Toward Action. Participants will design and plan “hacks” to bring personalized learning to life in their schools at the beginning of the Spring semester. Teams will work together to clarify their aspirations for student learning and build quick and low cost interventions to start moving personalized learning forward in their school. This session is based on the work of School Retool, a principal leadership program designed by the Stanford d.school.

Personalized Learning Pathways:

Participants will be provided access to online resources to help them explore the different instructional approaches used to support students in personalizing their learning. This work will be done independently and resources will be selected by the teams. Teams will be supported in selecting the resources that will be most supportive of their work. Participation in personalized learning pathways are designed to meet the needs and capacity of the teams and should be accessed in a way that supports the needs and learning styles of the participants.

Aurora Public Schools

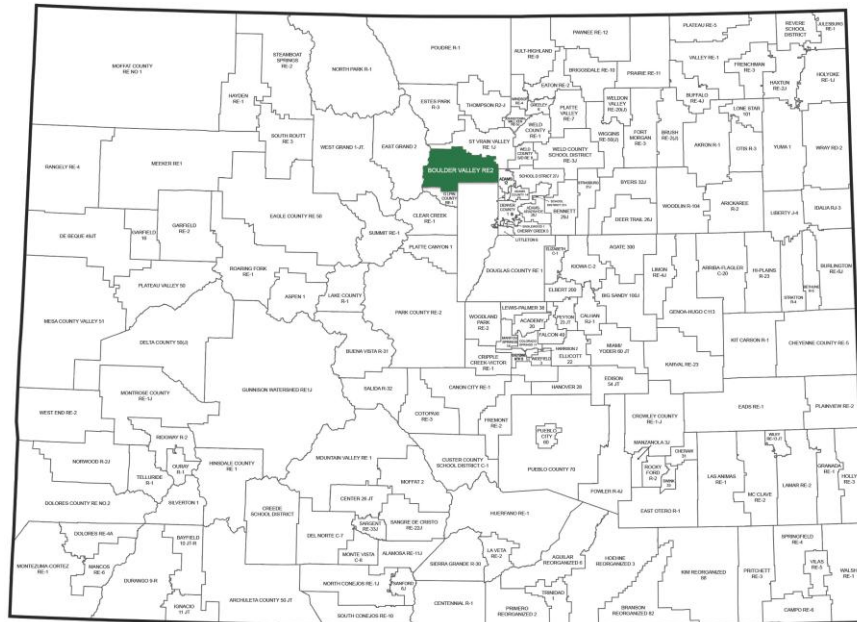


SCHOOL DISTRICT DATA										
District Name	# Schools	# Students	# Teachers	% FRL	% ELL	% GT	% IEP	% Migrant Students	% Students of Color	% Teachers of Color
Adams-Arapahoe 28J	61	41,797	2,341	66.0	39.3	4.1	11.5	1	82.8	16.5
COUNTY DATA						Primary Sources of Revenue by County* Arapahoe: Wholesale trade; Retail trade; Professional, scientific, and technical services				
District Name	County Name	Local Pop.	Median Income *	Median Age	% HE *					
Adams-Arapahoe 28J	Arapahoe	637,068	63,265	36.5	40.1					

Legend

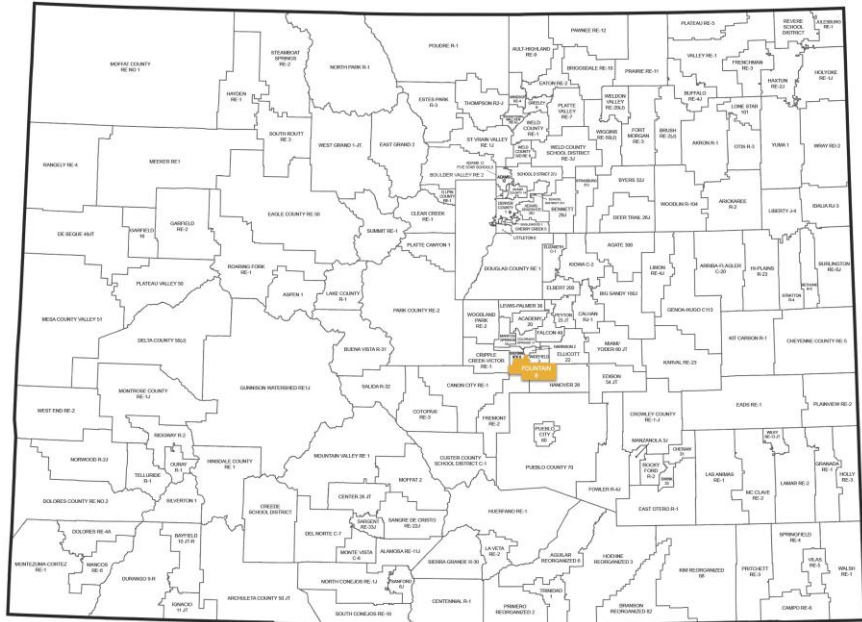
FRL: Free and Reduced Lunch
ELL: English Language Learners
GT: Gifted and Talented
IEP: Individualized Education Plan (Special Ed.)
Migrant Students: Families work in agriculture, will often move across district/state lines within a 12-36-month period
Students/Teachers of Color: Students and teachers who identify as American Indian or Alaska natives, Asian, African-American, Hispanic, Native Hawaiian or other Pacific Islander, or two or more races
Staff Turnover: The number of the people that left divided by the number of people employed in the prior year, includes all school position categories
HE: Higher Education completion (Bachelor's or more) for people age 25+
 * Data is not from 2016-17, see references page

Boulder Valley School District



SCHOOL DISTRICT DATA										
District Name	# Schools	# Students	# Teachers	% FRL	% ELL	% GT	% IEP	% Migrant Students	% Students of Color	% Teachers of Color
Boulder Valley Re 2	57	31,189	1,820	20.9	9.7	12.6	10.8	0	30.9	12.4
COUNTY DATA						Primary Sources of Revenue by County* Boulder: Manufacturing; Professional, scientific, and technical services; Retail trade				
District Name	County Name	Local Pop.	Median Income *	Median Age	% HE *					
Boulder Valley Re 2	Boulder	322,226	70,961	36.2	58.9					
Legend										
FRL: Free and Reduced Lunch ELL: English Language Learners GT: Gifted and Talented IEP: Individualized Education Plan (Special Ed.) Migrant Students: Families work in agriculture, will often move across district/state lines within a 12-36-month period Students/Teachers of Color: Students and teachers who identify as American Indian or Alaska natives, Asian, African-American, Hispanic, Native Hawaiian or other Pacific Islander, or two or more races Staff Turnover: The number of the people that left divided by the number of people employed in the prior year, includes all school position categories HE: Higher Education completion (Bachelor's or more) for people age 25+ * Data is not from 2016-17, see references page										

Fountain-Fort Carson

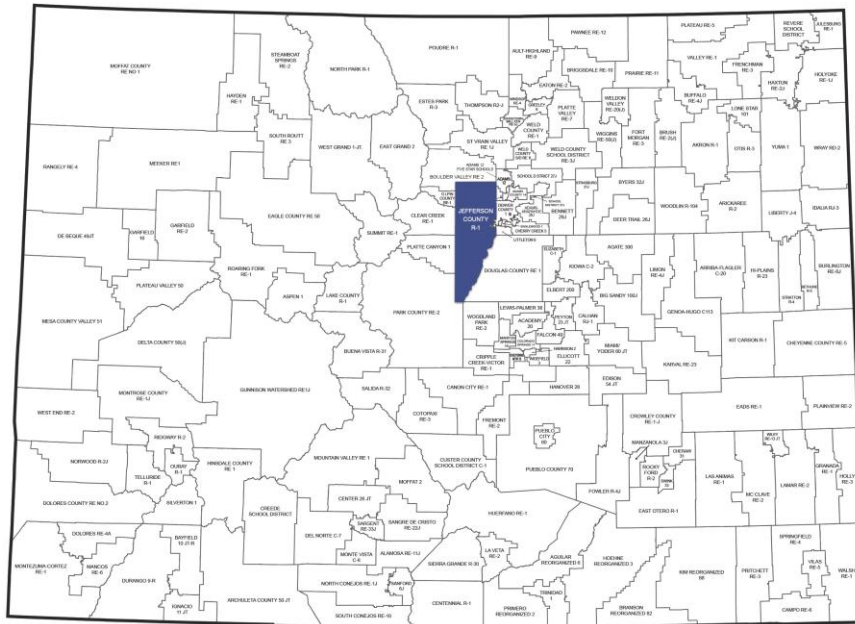


SCHOOL DISTRICT DATA										
District Name	# Schools	# Students	# Teachers	% FRL	% ELL	% GT	% IEP	% Migrant Students	% Students of Color	% Teachers of Color
Fountain 8	13	8,185	497	49.0	5.1	4.3	16.5	0	52.8	16.3
COUNTY DATA						Primary Sources of Revenue by County* El Paso: Retail trade; Manufacturing; Professional, scientific, and technical services				
District Name	County Name	Local Pop.	Median Income *	Median Age	% HE *					
Fountain 8	El Paso	688,284	71,174	34.1	35.9					

Legend

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Jefferson County



SCHOOL DISTRICT DATA										
District Name	# Schools	# Students	# Teachers	% FRL	% ELL	% GT	% IEP	% Migrant Students	% Students of Color	% Teachers of Color
Jefferson County R-1	163	86,347	4,899	31.9	7.9	13.3	9.4	0	33.3	9.1
COUNTY DATA						Primary Sources of Revenue by County* Jefferson: Retail trade; Manufacturing; Professional, scientific, and technical services				
District Name	County Name	Local Pop.	Median Income *	Median Age	% HE *					
Jefferson County R-1	Jefferson	571,837	70,164	40.4	41.6					

Legend

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HE: Higher Education completion (Bachelor's or more) for people age 25+

* Data is not from 2016-17, see references page

CEI Contacts

Paul Beck
Manager, Initiatives, Next Generation Learning
pbeck@coloradoedinitiative.org
Phone: 720-502-4732

Jon Blumenfield
Coordinator, Next Generation Learning and SpaceLab
jblumenfield@coloradoedinitiative.org
Phone: 720-502-4727

District Contacts

Aurora Public Schools:

Ben Wilkoff
Director of Blended and Personalized Learning
bhwilkoff@aps.k12.co.us

Boulder Valley School District:

Kiffany Lychock
Director of Educational Innovation
kiffany.lychock@bvsd.org

Kyle Addington
Director of Health and Culture
kyle.addington@bvsd.org

Fountain-Fort Carson School District:

Clinton Allison
Director of Student Achievement
callison@ffc8.org

Lori Cooper
Assistant Superintendent of Curriculum and Instruction
lcooper@ffc8.org

Jefferson County Public Schools:

Jef Fugita
Executive Director, Curriculum and Instruction
jef.fugita@jeffco.k12.co.us

Karen Quanbeck
Interim Chief of Schools, Elementary
karen.quanbeck@jeffco.k12.co.us

References

"Colorado Department of Education Home Page." Colorado Department of Education Home Page | CDE. Colorado Department of Education, n.d. Web. 20 July 2017.

USA QuickFacts from the US Census Bureau." State and County QuickFacts. N.p., n.d. Web. 20 July 2017.

Data not from 2016-17:

- % Dropout Rate (2015-16)
- % Staff Turnover (2015-16)
- Median Income (2015)
- % HE (2011-15)
- Primary Sources of Revenue (2012)



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