Galt Joint Union Elementary School District
Board of Education
"Building a Bright Future for All Learners"

Regular Board Meeting
Wednesday, July 26, 2017
6:15 p.m. Closed Session
7:00 p.m. Open Session

Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632

AGENDA

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. **6:15 p.m. – Closed Session: Galt City Hall Chamber Conference Room**

B. **Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,
   Government Code §54957

2. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION -
   SIGNIFICANT EXPOSURE TO LITIGATION, pursuant to paragraph (2) or (3) of
   subdivision (d) of Government Code 54956.9
   ▪ Two Potential Cases

3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
   Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock,
   Claudia Del Toro-Anguiano
   ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association
   ▪ Employee Agency: (CSEA) California School Employee Association
   ▪ Non-Represented Employees

C. **Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**

D. **Public Comments** for topics not on the agenda
Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.

E. **Reports**
LCAP GOAL 1
Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.
1. Race to the Top-District 2017 Power of Partnerships Convening: Cradle to Career

2. Personalized Learning Plan Continuous Improvement 2017: Overview and Next Steps
3. GJUESD Home Study Program Update

LCAP GOAL 2
Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

LCAP GOAL 3
Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

LCAP GOAL 4
School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.
1. Facilities and Measure K Projects Update

OTHER
1. Business Services Update
2. Williams Uniform Complaint 4th Quarter Report

F. Recommended Actions
  1. Routine Matters/New Business
  171.801   Consent Calendar   MOTION
     a. Approval of the Agenda
        At a regular meeting, the Board may take action upon an item of business not appearing on the posted agenda if, <u>first</u>, the Board publicly identifies the item, and <u>second</u>, one or more of the following occurs:
        1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
        2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
        3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

     b. Minutes: June 27, 2017 Regular Board Meeting

     c. Payment of Warrants:
        <u>Vendor Warrant Numbers:</u> 17353698 – 17353741; 17354745 – 17354872; 18355671 - 18355686
        <u>Certificated/Classified Payrolls Dated:</u> 6/3017, 7/10/17, 7/14/17

     d. Personnel
        1. Resignations/Retirement
        2. Leave of Absence Requests
        3. New Hires

     e. Donations

     f. Nutrition Services Bids

  171.802   Consent Calendar (Continued) – Items Removed for Later   CC
              Consideration   Items Removed

171.803	Public Hearing of 2017-18 Education Protection Act Use of Funds	PUBLIC HEARING
171.804	Board Consideration of Approval of 2017-18 Education Protection Act Use of Funds	MOTION
171.805	Board Consideration of Approval of Resolution #1 Construction Modernization funds	MOTION
171.806	Board Consideration of Approval of Provisional Internship Permits for 2017-18	MOTION
171.807	Board Consideration of Approval of Declaration of Need For Fully Qualified Educators for 2017/18	MOTION
171.808	Board Consideration of Approval of Resolution #2 Ordering the Reduction of 9 Special Education Instructional Assistants	MOTION
171.809	Board Consideration of Approval of Transportation Dispatcher Job Description	MOTION
171.810	Board Consideration of Approval of 2017-18 Expulsion Panel Members	MOTION
171.811	Board Consideration of Approval To Increase School Lunch Prices	MOTION
171.812	1st Reading of Board Policy/Administrative Regulation 5141.2 Suicide Prevention	1st Reading BP/AR 5141.2
171.813	Board Consideration of Approval of Superintendent Contract for a Period of Three (3) Years Beginning the First (1st) Day of July 2017, and ending on the Thirtieth (30th) Day of June, 2020 to include a 2% Salary Increase Retroactive to the First (1st) Day of July 2016	MOTION
171.814	Board Consideration of Approval to Change the Following Regular Board Meeting Dates: • November 22, 2017 to November 15, 2017 • March 28, 2017 to March 21, 2017	MOTION

G. **Pending Agenda Items**
1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement

H. **Public Comments** for topics not on the agenda
Public comment should be limited to three minutes or less pending Board President approval.

I. **Adjournment**

The next regular meeting of the GJUESD Board of Education: August 23, 2017

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
(209) 744-4545

Board Meeting Agenda Item Information

Meeting Date: 7/26/17	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item:　　XX

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,
   Government Code §54957

2. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - SIGNIFICANT
   EXPOSURE TO LITIGATION, pursuant to paragraph (2) or (3) of subdivision (d) of
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3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
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   Claudia Del Toro-Anguiano
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   - Employee Agency: (CSEA) California School Employee Association
   - Non-Represented Employees

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	**Agenda Item:** Reports	
Presenter:	Karen Schauer	**Action Item:** **Information Item:**	XX

LCAP GOAL 1
Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.
1. Race to the Top-District 2017 Power of Partnerships Convening: Cradle to Career
    Presenters: Karen Schauer, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock

2. Personalized Learning Plan Continuous Improvement 2017: Overview and Next Steps
    Presenters: Karen Schauer, Claudia Del Toro-Anguiano, Jaime Hughes

3. GJUESD Home Study Program Update
    Presenter: Donna Mayo-Whitlock

LCAP GOAL 2
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LCAP GOAL 3
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LCAP GOAL 4
School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.
1. Facilities and Measure K Projects Update
    Presenters: Tom Barentson and Robert Milligan

OTHER
1. Business Services Update
    Presenter: Tom Barentson

2. Williams Uniform Complaint 4th Quarter Report
    Presenter: Karen Schauer

1. Race to the Top-District 2017 Power of Partnerships Convening: Cradle to Career
    Presenter: Karen Schauer, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock

    On June 29, 2017, a Galt Regional Leadership Team participated and contributed to advancing partnerships efforts to personalize learning from cradle to career. Our team included:
    - Karen Schauer, GJUESD Superintendent
    - Cleo Del Toro Anguiano, GJUESD Director of Curriculum
    - Donna Whitlock, Director of Educational Services
    - Elizabeth Kaufman, GHSD Superintendent
    - Frank Pisi, Sacramento County Office of Education
    - Jim Dragna, California State University Sacramento
    - Marge Gratiot, Pivot Learning
    - Betsy McCarthy, WestEd
    - Adrian Ruiz, Youth Development Network

    Our team is committed to articulating the GALT Bright Future model from beginning to end (cradle to career) and are preparing for upcoming conversations with funders for additional support. Our personalized learning model is substantiated by research and is ready to be more fully articulated pre-K to university levels.

    Dr. Betsy McCarthy, WestEd researcher, sent the attached Rand Corporation reports pertaining to personalized learning implementation. She is preparing to further conduct research using remaining Race To The Top funding to support Galt Bright Future continuous improvement efforts with implications for continued LCAP strategic planning and future funder interest.

    Attachments for board review include:
    1. Seattle Partnerships for Personalized Learning Agenda
    2. Kentucky Valley Educational Cooperative (KVEC) Overview:
        https://www.youtube.com/watch?v=S-N3_X15uiY&feature=youtu.be
    3. Strive Together Theory of Action: Creating Cradle to Career Proof Points and Civic Infrastructure
    4. Rand Corporation Reports for Gates Foundation: Personalized Learning Observations and Guidance

2017 Power of Partnerships Convening
Seattle, WA | June 29-30

Together We're Better: Leveraging the Power of Partnerships for a Lasting Personalized Learning Legacy

By Invitation Only

Purpose: To explore how districts and regional partners can effectively collaborate to sustain, scale and expand personalized learning.

Description: Because sustaining and scaling personalized learning is a complex effort, multi-sector partnerships are crucial to ensure that the movement around personalized learning continues to grow effectively and equitably. Race to the Top–District grantees and other leading districts implementing personalized learning, the U.S. Department of Education's Office of Innovation and Improvement, philanthropic organizations and innovation incubators, postsecondary institutions, and leaders with expertise in personalized learning and building strategic partnerships will convene to:

1) collaboratively envision the partnerships necessary between these, often siloed, sectors to scale college/career ready, whole child education and
2) learn how to structure and maintain more strategic partnerships, especially as national and state education priorities and funding shift.

Objectives: Participants who attend the convening will—
1. Learn how to leverage partnerships to adequately prepare and retain students throughout the PK-12 school experience, for post-secondary environments, and for the workplace
2. Grow skills in key competencies needed to build a sustainable partnership
3. Identify actionable steps to support the pursuit and/or maintenance of collaborative partnerships

Partnership Types: The convening will provide opportunities to explore partnerships at multiple levels:
- **Consortia**: groups of districts, including consortia, who have a formal relationship with other districts, charters, service centers, associations, and/or universities and colleges or groups of districts who have a formal relationship with an SEA to scale targeted aspects of personalized learning or other ed reforms
- **Community/City**: district(s) who are significantly expanding personalized learning or other ed reforms within or across other districts in collaboration with a community or city-wide initiative
- **Multisector**: partnership that results when government, non-profit, private, and public organizations, community groups, and individual community members come together to solve problems that affect the whole community. They draw on the resources of all the sectors: business, government, and nonprofit and can wield more power than one organization or even a group of similar organizations.

AGENDA

Day 1	
8:00 – 8:30 am *Princessa Foyer*	*Registration*

8:30 – 8:45 am
Princessa II
	Student Experience **Power to Make it Personal!** Hear from COSN's 2017 Digital Equity Student Video Challenge winners from Rancho Minerva Middle School (in Vista Unified School District) who are tackling big issues with the integration of Personalized Learning – leveraging the Summit Public Schools personalized learning platform, a district-wide 1:1 initiative, and Challenge Based Learning. Their work over the past two years validates how student leadership can be one of your strongest partnership strategies in moving a personalized learning agenda forward.
	• Skill Focus: Co-Designing Strategies/Solutions, Parent/Family/Student Engagement
	• Presenters:
	    ○ Odalis Ramirez, Student and Videographer, Rancho Minerva Middle School
	    ○ Beth Duncan, Video Journalism Instructor, Rancho Minerva Middle School

8:45 – 9:00 am *Princessa II*	**Welcome** • Andrea Browning, Race to the Top–District Team Lead, Office of Innovation and Improvement, U.S. Department of Education

9:00 – 10:00 am
Princessa II
	Keeping the Change: Building a Collaborative Consortium for Student Success. Hear from superintendents about why and how they worked together to build an integrated vision for the region's "cradle to career" student/family journey. Learn how the districts' family engagement and community partnerships have shaped their thinking and practices; and the impacts and systems change that have resulted from these collaborations.
	• Skill Focus: Partnership Development, Partner Activation, Resource Alignment, Parent/Family/Student Engagement
	• Discussants:
	    ○ LaWonda Smith, Executive Director, Road Map Region Race to the Top Grant, Puget Sound ESD *(facilitator)*
	    ○ Tammy Campbell, Superintendent, Federal School District
	    ○ Calvin Watts, Superintendent, Kent School District
	    ○ Damien Pattenaude, Superintendent, Renton School District
	    ○ Susan Enfield, Superintendent, Highline School District
	    ○ Nancy Coogan, Superintendent, Tukwila School District
	    ○ John Welch, Superintendent, Puget Sound ESD

10:00 – 10:15 am	*Break/Transition*

10:15 – 11:30 am	*Concurrent Sessions I*
	
	 A. **Beyond the Barriers: Defining Partnerships to Address Racial Inequities**. Learn how to better define and structure partnerships to address local needs, including understanding how institutional mindsets and structures perpetuate inequalities, and explore how to dismantle barriers to equity in partnerships for stronger impact.
	 • Skill Focus: Partnership Development, Partnership Practices, Equity
	 • Presenters:
	     o Jessica Werner, Executive Director, Youth Development Executives of King County
	     o Matthew Gulbranson, Community Partnerships & Systems Director, Puget Sound ESD
	
	 Princessa I

	B. **Transformers: New Attitudes by Students and Adults about College & Career**. Students of color, linguistic minorities, and those from low-income families face more barriers than their peers in succeeding along the cradle-to-career pathway. Learn how a high school-to-college strategy is closing the gap in New York City and Hartford, CT. • Skill Focus: Co-Designing Strategies, Policy/Advocacy, Community Organizing, Resource Alignment, Parent/Family/Student Engagement • Presenter: Cornelius T. Finley, Executive Director/Founder, Access Unlimited, Inc. *Princessa II*
	C. **Building Community Ownership for a Shared Goal**: Hear how Road Map Project built community ownership for education goals by using a collective impact approach. Learn about the role of data, advocacy and aligned funding in catalyzing improvement. • Skill Focus: Community Organizing, Shared Ownership for Results, Goal Setting, Co-Designing Strategies/Solutions • Presenter: Mary Jean Ryan, Executive Director, Road Map Project *Portland*
11:30 – 1:00 pm	*Lunch (on your own)*

1:00 – 2:00 pm *Princessa II*	**Building and Sustaining High-Quality Partnerships.** Learn how Broward County has built partnerships with over 70 local businesses to bridge the poverty gap. Angela Brown will share steps leaders took to start the partnerships, activities they pursued to nurture them, and the approach to sustaining those partnerships. • Skill Focus: Partner Identification, Partner Activation, Partnership Development, Capacity Building, Shared Ownership for Results • Presenter: Angela Brown, Director of Coaching and Induction, Office of School Performance and Accountability, Broward County Public Schools
2:00 – 2:15 pm *Princessa II*	*Student Experience* **The Shortest Distance between High School and College/Career Isn't Necessarily a Straight Line**. Hear from a first generation college student who dropped out within a quarter and returned years later – with life and work experience – to finish his degree and pursue medical school. • Skill Focus: Co-Designing Strategies/Solutions, Parent/Family/Student Engagement • Presenter: Travis Henke, Rising Senior, Portland State University
2:15 – 2:20 pm	*Transition*

2:20 – 3:35 pm	*Concurrent Sessions II*
	
	D. **Building Inclusive Partnerships, Leveraging Strengths**. Understand how community partners can work collectively to advocate and bring together strengths to leverage impact and support equity through examining a case study. Hear a panel give tangible examples of an inclusive partnership that works to distribute power to maximize impact for underserved students and communities.
	• Skill Focus: Partnership Development, Capacity Building, Addressing Barriers to Partnerships
	• Presenters:
	   ○ Jayne James, Technical Assistance Specialist, District Reform Support Network *(facilitator)*
	   ○ Barbara Phillips, Executive Director, Community Network Council
	   ○ Mona Han, Executive Director, Coalition for Refugees of Burma
	   ○ Mirya Munoz-Roach, Chief Program Director, St. Vincent de Paul of Seattle
	   ○ Allison Deno, School Improvement Officer, Kent School District
	   ○ Marwa Sadik, Iraqi Community Center of Washington
	
	Princessa I

E. **Keeping it Real: What Current College Students Can Tell us About Persisting Through Graduation.** A national expert will share data about the challenge of the three stages of making college & career accessible to all: prepare, access, and completion. Then, hear the first hand experiences of four current postsecondary education/training students about how this translates to their everyday experiences. The group will reflect on the gaps in current supports and the new partnerships necessary to better support success at all three stages.
   - Skill Focus: Partnership Identification, Resource Alignment
   - Presenters:
      o Ephraim Weisstein, Technical Assistance Specialist, District Reform Support Network *(Facilitator)*
      o Stacey Clawson, Director, Student Success Center Network, Postsecondary State Policy, Jobs for the Future
      o Travis Henke, Student, Portland State University
      o Adrian Peterson, Student, Portland State University

Portland

F. **Design and Implementation for Effective Out-of-School Time Partnerships**. Learn how to design effective out of school partnerships to best support in-school student success. An example of a successful summer program will share design elements and partnership strategies that has begun to close opportunity gaps.
   - Skill Focus: Partnership Development, Leveraging Out of School Supports, Resource Alignment, Data Sharing
   - Presenters:
      o Daxa Thomas, Family and Community Engagement Director, Kent School District
      o Ted Dezember, Sr. Manager of Educational Initiatives and Youth Programs, King County Housing Authority
      o Amy Foster, Program Coordinator, Kent Youth and Family Services

Princessa II

3:35 – 3:45 pm	*Break/Transition*
3:45 – 5:00 pm	**Collaboration Time: Digging Deeper.** Apply the skills, knowledge, and lessons learned from today's sessions and bring your experiences to small group collaborations. Opt into a target area of interest to identify essential partners and envision/design new partnerships or alternative structures for existing partnerships to support the cradle to career continuum. Discuss challenges and collectively brainstorm solutions and/or next steps for moving regional or national partnership agendas forward. (District RSN TA experts will provide light facilitation. Experts will share insights to jumpstart the conversation and act as thought partners.)

	1. Measuring Impact – *Benchmarks for an Effective, Personalized Approach to Learning*. How can districts, postsecondary institutions, and researchers better partner to define, measure, and present the importance and impact of a personalized approach to learning? • Betheny Gross, Senior Research Associate, Center for Reinventing Public Education (CRPE) • Colleen McCann, Research Analyst, Center on Reinventing Public Education (CRPE) • Alex Resch, Associate Director, Mathematica Policy Research *Princessa I*
	2. Ensuring College and Career Readiness – *Matriculation, Persistence and Economic Development*. How can K-12 systems, colleges, and universities better partner and align their resources, including data, to support an integrated cradle-to-college/career continuum of education services? • Erin Flynn, Associate Vice President for Strategic Partnerships, Portland State University • Cornelius T. Finley, Executive Director/Founder, Access Unlimited, Inc. *Princessa II*
	3. Evolving a Culture of Professional Learning – *Continuous, Demand-Driven, Learning and Coaching.* What kinds of partnerships are necessary to provide ongoing, embedded professional development supports and coaching to grow the expertise and effectiveness of teachers and instructional leaders in deeper learning techniques? • Angela Brown, Director of Coaching and Induction, Office of School Performance and Accountability, Broward County Public Schools • Ken Eastwood, Superintendent, Enlarged District of Middletown *Portland*
5:00 – 6:30 pm *Princessa Foyer*	*Networking*

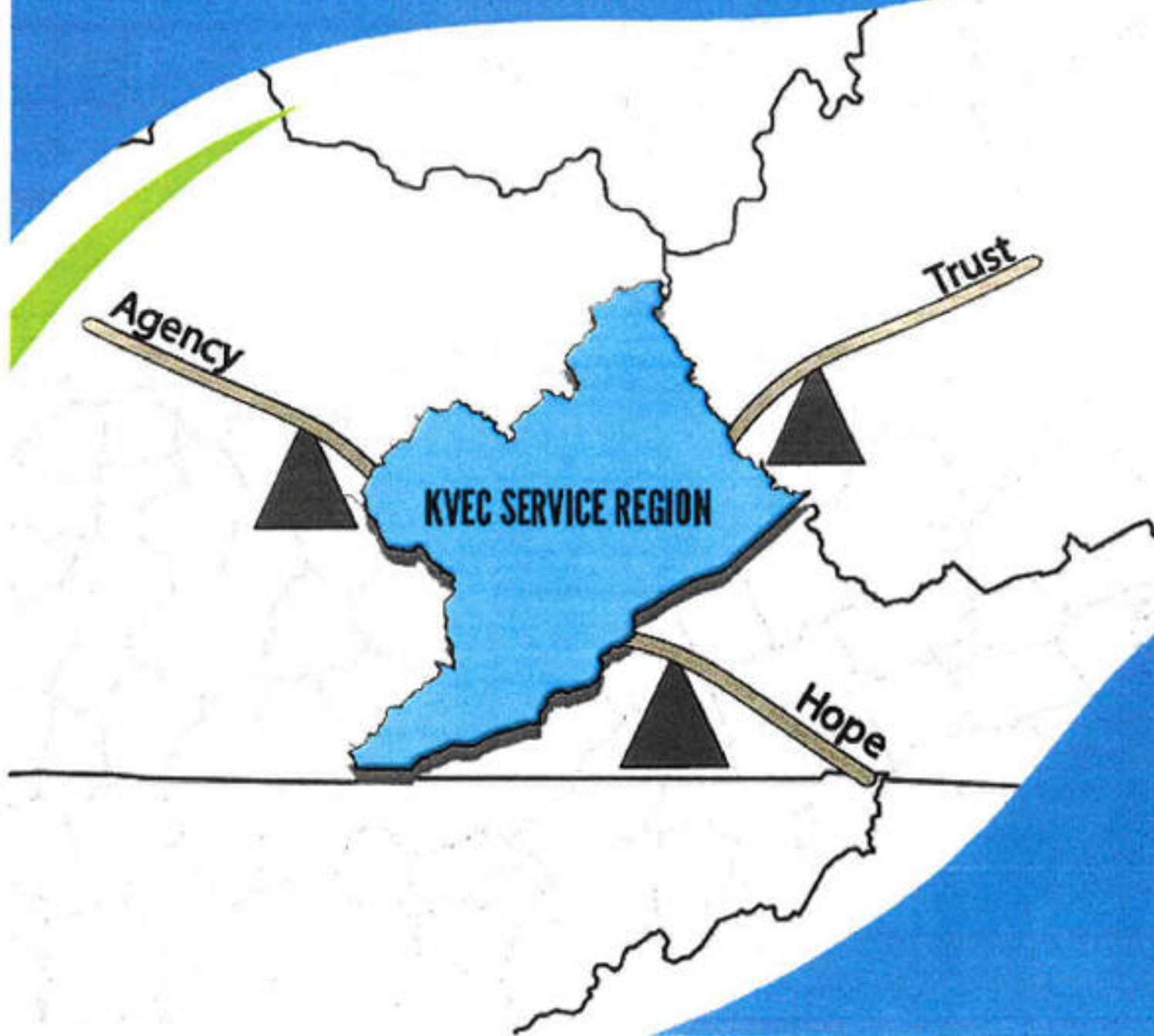|	**Day 2**

8:00 – 9:00 am
Princessa II
	College and Career Readiness in Rural Communities. Learn how the Kentucky Valley Educational Cooperative (KVEC) has leveraged a range of partnerships, including post-secondary institutions, businessed and community-based organizations, to provide authentic college and career exploration opportunities and supports to students in rural communities.
	• Skill Focus: Partnership Identification, Partnership Development, Partnership Activation, Resource Alignment, Leveraging Regional Assets
	• Presenters:
	   o Jeff Hawkins, Executive Director, Kentucky Valley Educational Cooperative (KVEC)
	   o Dessie Bowling, Associate Director; Safe Schools Program Director, Kentucky Valley Educational Cooperative (KVEC)

9:00 – 9:05 pm	*Transition*

9:05 – 10:20 am	*Concurrent Sessions III*
	
	G. **What is in it for Colleges & Universities?** By understanding the strategic interests of universities, districts and communities can determine better how to position themselves and their students for access to college and career readiness and persistence resources and support. Hear from a leading urban university on how they are partnering with districts, employers, and other colleges to increase postsecondary completion and career attainment in order to contribute toward a skilled and diverse workforce. Also, learn how Puget Sound ESD built effective partnerships and fostered strong collaboration between districts and colleges around dual credit for students' increased college readiness.
	• Skill Focus: Partner Identification, Partner Activation, Partnership Development, Capacity Building, Shared Ownership for Results, Resource Alignment
	• Presenter:
	   o Erin Flynn, Associate Vice President for Strategic Partnerships, Portland State University
	   o Hilary Loeb, PS Caucus and Road Map Project Director, Puget Sound ESD
	
	Princessa II

	H. **Leveraging Community Expertise to Co-Develop Strategies**. Learn principles and strategies for co-designing effective education strategies with community members by examining a district's experience co-designing a Parent Academy with community partners and parents with connections to the district's strategic plan.
	• Skill Focus: Design Thinking, Family and Community Engagement, Community-led Strategies
	• Presenters:
	   o Trise Moore, Director of Equity & Family Engagement, Federal Way School District
	   o Josh Coleman, former student, Federal Way Public Schools
	   o Robin Higa, Community Café Collaborative
	   o Teresa Garcia, Parent, Federal Way Public Schools
	   o Darlene Coleman, Parent, Federal Way Public Schools
	   o Melanie Strey, Executive Director of Equity, Engagement, and Student and Family Success, Federal Way School District
	
	Princessa I

10:20 – 10:25 am	*Transition*
10:25 – 11:25 am	**Collaboration Time: Digging Deeper.** Apply the skills, knowledge, and lessons learned gathered over the course of the convening and bring your experiences to small group collaborations. Opt into a target area of interest to identify essential partners and envision/design new partnerships or alternative structures for existing partnerships to support the cradle to career continuum. Discuss challenges and collectively brainstorm solutions and/or next steps for moving regional or national partnership agendas forward. (District RSN TA experts will provide light facilitation. Experts will share insights to jumpstart the conversation and act as thought partners.)
	4. Community Collaboration – *Wraparound Supports from PK Through College.* How do we strengthen and network community connections and supports for students before they formally enter school and while they are in school to acquire the content knowledge, skills and dispositions needed for success in college and careers? • Will Ward, III, Enterprise Development Director, E2D • Colin Groth, Director of Innovation, StriveTogether *Princessa I*

	5. Early Learning – *Supports to Help Children & Families Thrive*. How do we strengthen our connections and supports to early childhood resources to ensure young children acquire the skills and dispositions needed to succeed in school? • Alan Cohen, CEO and President, THRIVE Washington • Anne Brown, Vice President of Education and Development, Waterford Research Institute; AASA Cohorts in Personalized Learning and Early Learning *Princessa II*
	6. Content Areas – *STEM & PBL:* What kinds of partnerships are necessary to support access to high-quality STEM education and project-based learning (PBL) opportunities for *all* students to help bridge the gap between K-12 and college/careers? • STEM – Erin Flynn, Associate Vice President for Strategic Partnerships, Portland State University • PBL – Sally Kingston, Senior Director of Research & Evidence, Buck Institute for Education *Portland*
11:25 – 11:30 am	*Transition*
11:30 – 12:15 pm *Princessa II*	**Strategic Partnerships with the Corporate and Foundation Communities: Developing Relationships for Advancing Goals and Establishing Systems for Sustainability and Scaling.** Working together with multi-sector partnerships to implement shared stewardship projects and formulate strategies for improving stewardship throughout the region are complex undertakings that no one organization could accomplish alone. This session will examine what strategies are needed to develop effective relationships with the corporate and funding communities to increase impact and sustain and scale personalized learning. • Skill Focus: Partnership Development, Resource Alignment
12:15 – 12:30 pm *Princessa II*	**Closing: Looking Forward** • Andrea Browning, Race to the Top–District Team Lead, Office of Innovation and Improvement, U.S. Department of Education

StriveTogether
Every child. Cradle to career.

Theory of Action: Creating Cradle to Career Proof Points

Implementing the Theory of Action

The Theory of Action is based on StriveTogether's Framework for Building Cradle to Career Civic Infrastructure. The Theory of Action consists of five **Gateways**: Exploring, Emerging, Sustaining, Systems Change and Proof Point. Within each of the five Gateways, there are a series of **quality benchmarks** that are key steps in developing and sustaining a partnership. Meeting the quality benchmarks in the Exploring, Emerging and Sustaining Gateways leads to System Change and ultimately Proof Point.

Partnerships implementing the Theory of Action effectively demonstrate four **principles** as they move from building a partnership to impacting outcomes:

1. Engage the Community
The work of the partnership must be grounded in the context of the community. Partnerships engage a broad array of community voices through building awareness and information sharing; involving and mobilizing the community towards improvement; and co-developing solutions and strategies with community members.

2. Focus on Eliminating Locally Defined Disparities
Inequalities in student achievement are defined by each partnership using local data and context. Partnerships make intentional efforts to eliminate disparities in achievement.

3. Develop a Culture of Continuous Improvement
The work of the partnership focuses on the use of local data, community expertise and national research to identify areas for improvement in a constant and disciplined manner that ensure Partners invest in practices that work.

4. Leverage Existing Assets
The partnership builds on existing resources in the community and aligns resources to maximize impact.
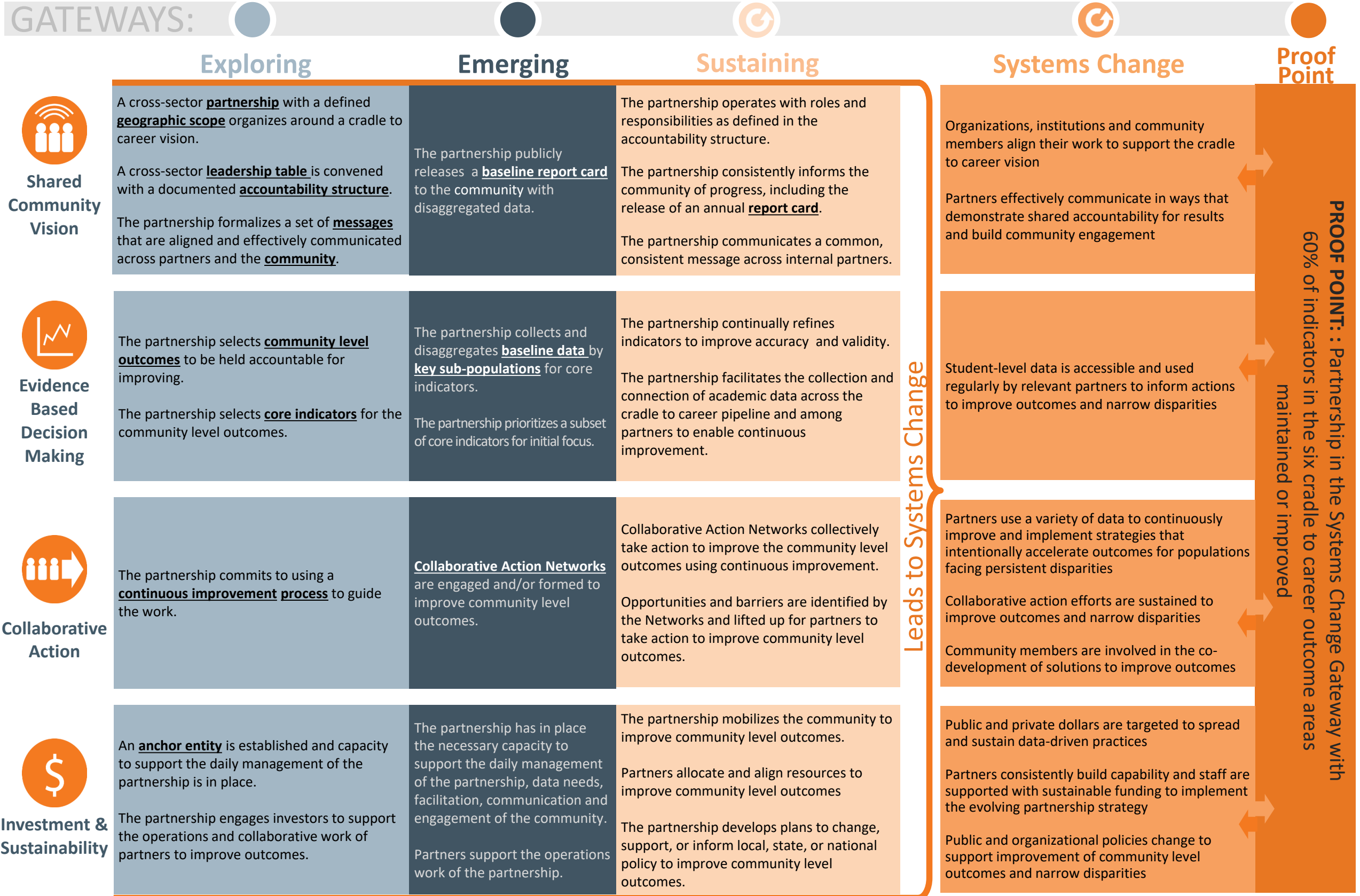
GATEWAYS:

	Exploring	Emerging	Sustaining	Systems Change	Proof Point
Shared Community Vision	A cross-sector **partnership** with a defined **geographic scope** organizes around a cradle to career vision. A cross-sector **leadership table** is convened with a documented **accountability structure**. The partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.	The partnership publicly releases a **baseline report card** to the community with disaggregated data.	The partnership operates with roles and responsibilities as defined in the accountability structure. The partnership consistently informs the community of progress, including the release of an annual **report card**. The partnership communicates a common, consistent message across internal partners.	Organizations, institutions and community members align their work to support the cradle to career vision. Partners effectively communicate in ways that demonstrate shared accountability for results and build community engagement	
Evidence Based Decision Making	The partnership selects **community level outcomes** to be held accountable for improving. The partnership selects **core indicators** for the community level outcomes.	The partnership collects and disaggregates **baseline data** by **key sub-populations** for core indicators. The partnership prioritizes a subset of core indicators for initial focus.	The partnership continually refines indicators to improve accuracy and validity. The partnership facilitates the collection and connection of academic data across the cradle to career pipeline and among partners to enable continuous improvement.	Student-level data is accessible and used regularly by relevant partners to inform actions to improve outcomes and narrow disparities	
Collaborative Action	The partnership commits to using a **continuous improvement process** to guide the work.	**Collaborative Action Networks** are engaged and/or formed to improve community level outcomes.	Collaborative Action Networks collectively take action to improve the community level outcomes using continuous improvement. Opportunities and barriers are identified by the Networks and lifted up for partners to take action to improve community level outcomes.	Partners use a variety of data to continuously improve and implement strategies that intentionally accelerate outcomes for populations facing persistent disparities. Collaborative action efforts are sustained to improve outcomes and narrow disparities. Community members are involved in the co-development of solutions to improve outcomes	
Investment & Sustainability	An **anchor entity** is established and capacity to support the daily management of the partnership is in place. The partnership engages investors to support the operations and collaborative work of partners to improve outcomes.	The partnership has in place the necessary capacity to support the daily management of the partnership, data needs, facilitation, communication and engagement of the community. Partners support the operations work of the partnership.	The partnership mobilizes the community to improve community level outcomes. Partners allocate and align resources to improve community level outcomes. The partnership develops plans to change, support, or inform local, state, or national policy to improve community level outcomes.	Public and private dollars are targeted to spread and sustain data-driven practices. Partners consistently build capability and staff are supported with sustainable funding to implement the evolving partnership strategy. Public and organizational policies change to support improvement of community level outcomes and narrow disparities	

Leads to Systems Change

PROOF POINT: Partnership in the Systems Change Gateway with 60% of indicators in the six cradle to career outcome areas maintained or improved

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StriveTogether Theory of Action in Detail

🏛 Shared Community Vision:

Schools alone do not make up the full education equation - all of the programs that touch a child contribute to his or her success. Partners come together around a vision for improving educational outcomes beginning at birth through post-secondary education/training until securing a meaningful career. Cradle to career partnerships typically evolve over time starting with a few critical leaders representing various sectors and evolving into several different teams that meet regularly to ensure improvement on outcomes. Committed leaders are critical to the success of a partnership as well as effectively communicating the work to partners and the community.

DEFINITIONS…………………………………………………

Partnership: A group of organizations, systems and stakeholders who come together to jointly move a cradle to career agenda in their community. Several sectors need to be represented within the partnership including: early childhood education, K-12, higher education, community-based organizations, philanthropic, civic/government, and business.

Geographic scope: Needs to be sufficient to impact population level outcomes, policy and funding decisions.

Leadership Table: Group of cross-sector CEO-level members of the organizations participating in direction setting of the partnership, must include: K-12, higher education, philanthropic and business leaders.

Accountability Structure: The organizational framework that depicts the different teams within the partnership and outlines the roles and responsibilities of each.

Messages: Formalized statements about the partnership developed for a specific audience to effectively communicate a common understanding of the vision, purpose and work.

Baseline Report: Initial report to the community that provides recent data for each of the partnership's community level outcomes and the key sub-populations for which the outcomes are disaggregated.

Community: Individuals in the defined geographic scope who are directly affected by the quality of the education pipeline, and therefore must be clearly understood, actively involved, and eventually satisfied by the impact of the partnership.

Report Card: Report to the community highlighting changes in community level outcomes and the sub-populations for which the outcomes are disaggregated. Includes contextual information around each data point, the strategies to improve that outcome, and year-to-year progress against time-bound targets and baseline data.

📈 Evidence-based Decision Making:

Communities often come together to support promising educational programs, instead communities should come together to identify the most important *outcomes* for children and commit to finding the best ways to drive improvement in those outcomes. Organizing around outcomes, identifying indicators for the outcomes and collecting local data to determine areas of need and promising practices/activities make this work fundamentally different. Engaging key stakeholders who understand local data to form a data team is one strategy commonly used to select indicators, collect local data, communicate the data to the community and provide analysis expertise on behalf of the partnership. As partnerships progress in the work, the collection of data moves from aggregated community-wide data to program and student level data. Partnerships seek ways to make data available on a consistent basis in order for those serving students to have the data they need to continuously improve their services; this includes the use of systems, processes and people. This process involves building trust with stakeholders and complying with federal laws (FERPA & HIPAA) which regulate how data can be shared.

DEFINITIONS…………………………………………………

Community Level Outcomes: Academic points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals. Non-academic community level outcomes may be selected in addition to academic community level outcomes. (e.g.: Kindergarten Readiness).

Core Indicators: The specific measures that are being used to track progress on moving the community level outcomes and have been agreed upon to be the main metric, or one that directly measures an outcome. (e.g.: % of students assessed ready for Kindergarten upon school entry)

Baseline Data: Data that is gathered as an initial data set that will be used later to provide a comparison for assessing improvement on community level outcomes.

Key Sub-populations: Populations in which the partnership determines a need for a more intentional focus in order to eliminate disparities in academic achievement. These sub-populations are determined using local context and data and could differ across partnerships.

Timely Manner: Access to data is not delaying the decision making or action-taking of parties relying on it to work effectively.

Local Data: Different types of measures that help to understand local context and impact for the geographically defined scope of the partnership.

🎚 Collaborative Action:

Several different types of action take place through the implementation of the Theory of Action. Collaborative Action is about community members coming together to use data in disciplined manner to collectively move
an outcome. Collaborative Action uses a process of continuous improvement that includes the following components:

- Focuses on improving outcomes and indicators
- Uses local data
- Leverages existing resources;
- Includes the voice of the community (where appropriate)
- Ensures action is within the sphere of control of those involved

Collaborative Action requires participation from both practitioners and leadership. In the early stages of the work, Networks are engaged or formed; they then develop charters and action plans using disaggregated student level data and ultimately identify practices/ activities that improve community level outcomes. Through their work, Networks identify opportunities for partners to improve outcomes.

DEFINITIONS…………………………………………………

Continuous Improvement Process: An ongoing effort to improve services and supports for children and families over time in order to improve a community level outcome. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

Collaborative Action Networks: Groups of appropriate cross-sector practitioners and individuals who organize around a community level outcome and use a continuous improvement process to develop an action plan with strategies to improve that outcome.

$ Investment & Sustainability:

Initiating or redirecting resources (time, talent and treasure) toward data-based practices on an on-going basis, usually requiring a shift in behavior, particularly in regards to funding and policy. In the initial stages of a partnership, securing multiple years of funding for the operations, including staff of the partnership (see key staff), is critical to long-term success. As the partnership matures, the work focuses on allocating existing resources and identifying new resources (including: knowledge, time, volunteers, skills, financial contributions or other in-kind services) to practices and activities that are having an impact on community level outcomes. Policy changes are often a lynchpin for removing barriers that potentially inhibit improvements to community level outcomes. In the latter stages, a Partnership should seek to impact changes in policies to ensure impact over the long-term. Engaging the community in the work of the partnership also ensures long term sustainability.

DEFINITIONS…………………………………………………

Anchor Entity: An organization or entity that commits to acting as the fiscal agent and ensuring the partnerships long term stability. Can provide additional functions such as housing partnership staff.

Key Staff *(can be provided in-kind or loaned to the partnership)*:

- **Partnership Director:** A full-time dedicated staff person that provides leadership and management to ensure that the mission and core values of the partnership are put into practice
- **Facilitator:** Supports continuous improvement action planning
- **Data Manager:** Supports analysis, management, integration, and reporting of data
- **Communication Manager:** Supports the cohesive internal and external communications of the partnership
- **Community Engagement Manager**: Supports and builds relationships with the broader community; actively engages community in the work of the partnership

StriveTogether

Every child. Cradle to career.

www.strivetogether.org

Theory of Action

6 Cradle to Career Outcome Areas

- Kindergarten Readiness
- Early Grade Reading
- Middle Grade Math
- High School Graduation
- Post-Secondary Enrollment
- Post-Secondary Completion

What is the Theory of Action?

The StriveTogether Theory of Action is a continuum of quality benchmarks that acts as a guide to implementing the Framework.

With different approaches to collective impact emerging in communities throughout the country, Network members wanted to ensure that the StriveTogether approach remained rigorous.

The Theory of Action provides clarity and guidance to partnerships in their work. It increases consistency in approach across the Network and holds partnerships accountable for implementing a collective impact effort with rigor.

Observations and Guidance on Implementing Personalized Learning

Personalized learning (PL) is an approach to education that seeks to allow what and how a student learns on a daily basis to be less constrained by the needs of other students or by external grade-level requirements. Instruction is driven largely by the individual student's needs, interests, and context, and is informed by ongoing conversations with the student and the adults in his or her life. While some aspects of PL have long been mainstays in U.S. K–12 education—for example, individualized education plans for students with special needs, providing support through tutors, and diverse elective course offerings—technological advances have expanded how and where student learning can be personalized. In its ideal form, PL allows for greater variety in what students are working on at any moment, while still setting ambitious goals for each student's progress.

Early personalization efforts were mainly implemented within schools and classrooms that otherwise retained a traditional model of instruction to groups of roughly 20–30 similar-age students. However, in recent years, it has become more common for schools to embrace schoolwide PL approaches that depart more radically from typical practice. At the same time, there is still little research evaluating what actual elements of PL schools are implementing or what the facilitators and obstacles to such implementation may be.

As part of a recent study for the Bill & Melinda Gates Foundation, RAND Corporation researchers have sought to identify what PL looks like in a small sample of schools that were implementing PL approaches schoolwide. These schools received funding from the Next Generation Learning Challenges (NGLC) initiative to support highly personalized approaches to learning. The researchers looked at what PL strategies were adopted, as well as obstacles to implementation. In addition, they explored how the approaches to personalization in these schools compared with a national sample that represented more typical practice in the United States. They also examined how PL implementation differs between charter schools and traditional district schools included in the NGLC sample.

Key Findings

Schools in the study were pursuing a wide variety of practices to focus on the learning needs of each individual student in a supportive and flexible way.

Schools were implementing specific PL approaches to varying degrees, with none of the schools looking as radically different from traditional schools as theory might predict.

Students experienced positive achievement effects and closed gaps relative to national norms.

Implementation and effects both seemed stronger in the charter schools than in the district schools.

Characteristics of the NGLC Schools

Key characteristics include the following, based on 2014–15 school year data provided by school administrators:

- ■ schools were predominantly located in urban areas; two were rural
- ■ 43 percent of the schools had been implementing PL for one year, 38 percent for two years, and 20 percent for three years
- ■ elementary and K–8 schools averaged about 230 students per school, and middle and high schools averaged about 270 students
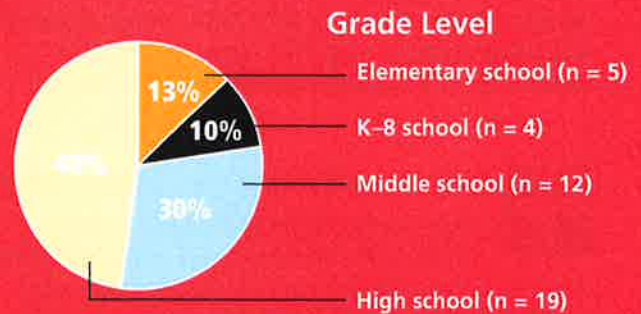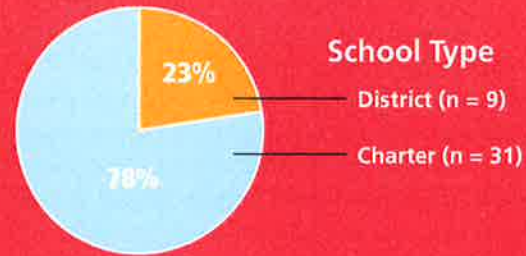
Composition of schools in the implementation analysis

About

10,600 students

40 schools participating in NGLC

6,145 students surveyed

241 teachers surveyed

School Type

- 23%
- 78%
- District (n = 9)
- Charter (n = 31)

Grade Level

- 13%
- 10%
- 30%
- Elementary school (n = 5)
- K–8 school (n = 4)
- Middle school (n = 12)
- High school (n = 19)

Note: Percentages may not add to 100 percent due to rounding.

- the median schoolwide proportion of students eligible for free or reduced-price lunch was 80 percent
- the median schoolwide proportion of students of color was 96 percent.

Schools Used Four Broad Approaches to Personalized Learning

PL prioritizes a clear understanding of the needs and goals of each individual student and the tailoring of instruction to address those needs and goals. These needs and goals, and progress toward meeting them, are highly visible and easily accessible to teachers as well as students and their families, are frequently discussed among these parties, and are updated accordingly. The NGLC schools used a variety of approaches toward meeting these objectives, which can be broadly grouped into four interdependent strategies:

Learner profiles maintain a rich and up-to-date record of student strengths, needs, goals, and progress.

Personal learning paths provide appropriate and meaningful choices of material for each student to work on, with the necessary adult supports.

Competency-based progression enables these personalized paths to run their natural course by removing external constraints on what material each student works on, when, and for how long.

Flexible learning environments enable schools to allocate resources in new ways to best support these processes.

The schools in this study did not necessarily plan to implement each of these strategies. Rather, they were all working toward the more general goal of improving student achievement through PL, and were free to be creative and to adopt approaches compatible with local context and the population of students they served. A summary of implementation efforts and a comparison with what schools are doing nationally is presented below.

Both NGLC and national teachers reported receiving and using student data frequently, and the researchers did not find differences in the use and characteristics of formal learner profiles. However, NGLC teachers reported receiving many types of student data (e.g., data on students who have achieved mastery or need extra assistance) more frequently, and reported using them to adjust instruction in ways consistent with PL practices to a greater extent than did teachers in the national sample. Although more NGLC students reported using technology to track their learning progress, students in the two samples reported similar levels of discussion with teachers about their learning progress or learning goals. These differences in data access and use could be related to differences in the schools' data systems, which in NGLC schools seemed more likely to contain student data that facilitated PL practices.

According to principal interviews, many NGLC schools faced barriers to more-extensive use of student data, including difficulty measuring nonachievement outcomes (such as data on student behavior or socio-emotional skills), integrating such data with achievement data, and using the full complement of data to set goals and inform instructional decisions.

KEY TAKEAWAYS: Implementing Personal Learning Paths

Highly personalized approaches, such as flexible paths through content and extensive student choice in the content or structure of learning, were not common in either the NGLC or the national samples, most likely because they can be time-consuming for teachers to develop and manage. However, NGLC schools reported adjusting instructional time to focus on coaching and individual supports for students to a greater extent than did teachers in the national sample, a difference that was perhaps facilitated by the fact that the NGLC schools appeared to dedicate more time to one-on-one supports for students, such as an advisory period, in the school schedule.

In the NGLC schools that offered students some choice in path and content, students reported that they often worked on different topics and assignments than their peers. While many students enjoyed the flexibility such choices offered, others indicated that it made seeking help from (and collaboration with) peers difficult, because students were all working on different things. NGLC teachers perceived limited time to develop personalized lessons to be the biggest obstacle to implementing personal learning paths and noted that the need to meet standards constrained the amount of choice they could offer to students, which also may have limited implementation of highly personalized approaches.

Observations and Guidance on Implementing Personalized Learning

KEY TAKEAWAYS: Implementing Competency-Based Progression

Although most teachers nationally reported using competency-based practices, NGLC teachers and students reported higher levels of such practices. NGLC teachers were also more likely to require students to get through a certain amount of material. Among the NGLC schools, teachers and students reported that some competency-based practices were common—in particular, allowing students to work at different paces and to work on different topics or skills at the same time. While this finding is encouraging, implementing competency-based progression is not without challenges.

Many NGLC teachers said that allowing students to progress at their own pace through content was challenging when students did not complete work at an acceptable pace. Some teachers reported that organizing students in groups for the larger performance tasks could be difficult, because students were in different places in learning the material. In addition, principals and teachers said that competency-based grading systems were difficult to explain to stakeholders and did not fit with traditional reporting practices.

KEY TAKEAWAYS: Implementing Flexible Learning Environments

NGLC schools used space, staff, and time in ways that were different from schools in the national sample. These practices included creating learning spaces that were open and flexible, using a variety of activities that were based on the needs of the student or the demands of the lesson, using student achievement data to assign students to groups, and, among teachers who reported grouping students by ability level, changing those groups more frequently. The role of technology in instruction was similar in both

samples. While these findings are encouraging, some NGLC principals, teachers, and students reported that creating and using flexible spaces in traditional school buildings was challenging: Such spaces were often noisy, making it difficult for students to concentrate. Some aspects of flexible scheduling also proved challenging for NGLC schools: Schools experienced barriers to flexible scheduling at the school level but used time flexibly at the classroom level, and student grouping was more flexible within classes than schoolwide.

KEY TAKEAWAYS: Obstacles to Implementing Personalized Learning that Apply Across the Four Strategies

NGLC teachers were less likely than those in the national sample to report that environmental and operational factors, such as lack of administrator support, pressure to cover specific material, lack of data, lack of flexibility in

curriculum, and scheduling constraints, were obstacles. Pressure to cover specific material and lack of flexibility in the curriculum seemed to be the largest obstacles for teachers in the national sample.

How Did Charter and District NGLC Schools Compare in Their Implementation of Personalized Learning?

With early signs indicating PL could have a positive effect on student achievement, there has been considerable enthusiasm about scaling up its implementation. But it remains unclear whether effects seen among early adopters, the majority of which are charter schools, can be scaled up to include district-operated public schools, which serve the vast majority of K–12 students in the United States. For example, charter schools composed 92 percent of the sample that produced favorable results in the Pane et al. (2015) study.* The limited data available in the current sample—consisting of one-fourth district-operated and three-fourths charter schools—enable a preliminary examination of implementation similarities and differences between district and charter schools. *Although these analyses do not enable strong conclusions due to small sample sizes, and thus should be interpreted with great caution,* they may offer some observations that warrant consideration by stakeholders interested in the scale-up of PL.

In general, charter schools tended to display more-extensive implementation of many aspects of PL. District schools displayed less-extensive implementation and tended to look more similar to the national sample, suggesting lower implementation of novel PL practices. For example, charter teachers reported greater use of key aspects of learner profiles, such as more-frequent receipt and use of student data, and greater adaptation of course content to meet students' needs. Charter teachers and students reported using and experiencing competency-based practices to a greater extent, such as the ability to work on different topics than others and at their own pace. Key components of flexible learning environments, such as flexible use of staff, space, and technology, were reportedly also more common in charter schools. Opportunities for student choice were uncommon in both groups, but more charter teachers reported adapting course content to meet students' needs to a great extent. Flexible use of class time was common in both groups, as was using a variety of instructional strategies, and group assignment by age or achievement level.

How Did NGLC Schools Affect Student Achievement?

NGLC students were estimated to experience gains of about 3 percentile points in mathematics relative to a comparison group of similar students. Specifically, a student who would have performed at the median in the comparison group is estimated to have performed 3 percentile points above the median in an NGLC school. In reading, there was a similar trend, though it was not significant. Students at all levels of starting achievement appeared to benefit. On average, the students started the 2015–16 academic year below national norms and approached those norms by the end of the year. Looking at individual schools, nearly half showed significant positive effects and about one-fifth showed significant negative effects.

*See John F. Pane, Elizabeth D. Steiner, Matthew D. Baird, and Laura S. Hamilton, *Continued Progress: Promising Evidence on Personalized Learning*, Santa Monica, Calif.: RAND Corporation, RR-1365-BMGF, 2015, (available at: http://www.rand.org/pubs/research_reports/RR1365.html)

Recommendations

Based on the findings from this study, the RAND researchers offer the following recommendations for implementers of PL at the district or school level.

Provide teachers with resources and time to pilot new instructional approaches and gather evidence of how well they work. Although it is not yet clear which PL strategies and practices are most likely to positively affect student outcomes, it is important to ensure that teachers and school leaders have the flexibility, time, and resources (e.g., funding, support staff, access to experts) to experiment with new instructional approaches, develop a systematic process for collecting and analyzing evidence of their effectiveness, and make changes as needed.

Provide teachers with time and resources to collaborate on developing curriculum materials and on reviewing and scoring student work. If staff prefer to develop their own curriculum materials, it is important to ensure that they have the flexibility, time, and resources to do so in ways that are minimally intrusive on their teaching duties. Time to collaborate on scoring student work is particularly important in schools that use mastery-based grading systems, where the system's norms and parameters may still be in development.

Identify a school staff member (or two) who is comfortable with technology and has curriculum expertise to serve as a just-in-time resource for teachers. Some technology resources have the potential to enable key PL strategies, but integrating technology into instruction can often be challenging for teachers. It is therefore important that schools identify one or two staff members who can support teachers in troubleshooting technology issues as they arise, creating technology-integrated lessons and projects, accessing and interpreting data from technology-based curriculum materials, and developing classroom management plans to include technology.

Provide resources and support for school staff to help them choose the most-appropriate digital or nondigital curriculum materials. Many NGLC teachers and administrators reported that it was challenging to find high-quality technology-based curriculum programs that were well-suited for the school context. As a result, many schools tended to rely on multiple technology-based programs and teacher-developed materials, a situation that can make developing lesson plans time-consuming for teachers. In addition, the lack of curriculum materials designed to meet the needs of students performing at different levels can hinder teachers' efforts to personalize instruction. Ensuring that school staff members have the necessary resources (e.g., time, funding, extra staff) and support (e.g., access to curriculum experts or other means of vetting, adapting, or combining materials) could help ease the burden of curriculum development for teachers, allowing them to focus more time on instruction.

Provide resources and support for school staff to integrate multiple data systems. Although technology is a key enabler of PL, another barrier to widespread, effective PL implementation is that some technologies have not yet developed to the point where they support PL by making aspects of teaching more efficient. For example, many school data systems in use in PL schools do not yet integrate academic and behavioral data, shifting the burden of integrating and interpreting those data onto teachers. Providing resources or support could help ease the burden of data entry and integration for teachers, allowing them to focus more time on instruction.

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Informing Progress

Progress

John F. Pane
Elizabeth D. Steiner
Matthew D. Baird
Laura S. Hamilton
Joseph D. Pane

Insights on Personalized Learning Implementation and Effects

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Table of Contents

The Bill & Melinda Gates Foundation engaged the RAND Corporation to carry out a study of foundation-funded schools that are implementing personalized learning (PL). This is the third in a series of reports focused on PL school design characteristics, teacher and student perceptions, and student achievement.

The basic concept of PL—instruction that is focused on meeting students' individual learning needs while incorporating their interests and preferences—has been a longstanding practice in U.S. K–12 education. Examples include individualized education plans for students with special needs, the use of data to make instructional decisions for individuals or small groups, the use of support teachers and tutors, individual or group projects, and diverse elective course offerings.

More recently, options for personalization have increased as personal computing devices have become more

Personalized learning prioritizes a clear understanding of the needs and goals of each individual student and the tailoring of instruction to address those needs and goals. These needs and goals, and progress toward meeting them, are highly visible and easily accessible to teachers as well as students and their families, are frequently discussed among these parties, and are updated accordingly.

affordable and available in schools and developers have created software products that can support individual student learning. Much of this work was inspired by Bloom's (1984) article showing that human tutors providing individualized instruction to students can produce large achievement gains relative to whole-class instruction. In the context of a review of hundreds of studies of human and computer-based tutoring, VanLehn (2011) made the important observation that mastery learning principles used by the tutors in Bloom's (1984) article may account for a large part of their positive effect. The studies in VanLehn's meta-analysis were not all conducted in K–12 schools, and many did not produce statistically significant results. Nonetheless, he found that systems that emulate the interactions of a human tutor tended to produce positive achievement results. Some of these systems have undergone rigorous evaluation in K–12 schools with positive results (Brodersen and Melluso, 2017).

For the most part, all of these personalization efforts have been implemented within schools and classrooms that otherwise retain a traditional model of large-group instruction to groups of roughly 20–30 similar-age students. However, in recent years, it has become more common for schools to embrace schoolwide models of PL that depart more radically from typical practice. These schools seek to allow what and how a student learns on a daily basis to be less constrained by the needs of other students or by external requirements for grade-level content coverage; to be driven largely by the individual student's needs, interests, and context; and to be informed by ongoing conversations with the student and the adults in his or her life. In service of these objectives, the staffs at these schools are implementing a range of interconnected strategies in novel ways.

In this report, we:

- **explore** what PL looks like in a small sample of schools that have been focused on implementing PL approaches schoolwide
- **consider** how the approaches to personalization in these schools compare to a national sample that represents more-typical practice in the United States
- **briefly** discuss obstacles to PL implementation
- **discuss** how PL implementation differs between charter schools and traditional district schools in our sample, and what factors seem to support or hinder implementation
- **describe** how achievement growth for students in these schools differs from growth for similar students in other schools
- **discuss** implications for policymakers, implementers, and funders.

We collected data from the schools that received funding from the Next Generation Learning Challenges (NGLC) initiative in the Wave IIIa and Wave IV launch grants.[1] This initiative was intended to support the development of schools that took a highly personalized approach to learning. Our study began in fall 2012 and concluded in spring 2015.

The schools participating in the NGLC program were not expected to implement a specific PL intervention. Although there were some general requirements, such as allowing students to learn at varying rates, technology-enabled learning, and incorporating flexibility in the learning environment, each school had the flexibility to implement a PL model that would work best with its context, students, and goals. Of course, educational interventions are often enacted differently in practice

than how they are described in theory. Therefore, the implementation component of our study seeks to describe how these schools were implementing PL, understand some of the challenges and facilitators, and consider these alongside achievement findings to discern patterns that may be informative.

To learn about implementation, we interviewed school administrators, surveyed teachers and students, and collected instructional logs (brief surveys administered daily to teachers for several weeks during the school year, focusing on instruction in that day's lesson). We also visited some of the schools to interview teachers and students and observe classrooms. The surveys were also administered to a national sample for comparison. Additional information about all of these data collection methods can be found in Appendix A of this report. Student outcome analyses in this study rely on data from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) mathematics and reading assessments, administered in the fall and spring of each school year in a subset of the NGLC schools.

This study has numerous limitations, and so the findings should be interpreted cautiously. For example,

Key Findings

Schools in the NGLC sample were pursuing a wide variety of practices to focus on the learning needs of each individual student in a supportive and flexible way.

Schools were implementing specific PL approaches to varying degrees, with none of the schools looking as radically different from traditional schools as theory might predict.

There is suggestive evidence that greater implementation of PL practices may be related to more positive effects on achievement; however, this finding requires confirmation through further research.

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[1] The NGLC initiative is managed by EDUCAUSE, a nonprofit association dedicated to advancing the use of information technology in higher education, in association with other organizational partners, including the League for Innovation in the Community College, the International Association for K–12 Online Learning, and the Council of Chief State School Officers. NGLC receives primary funding from the Bill & Melinda Gates Foundation, with additional support from the William and Flora Hewlett Foundation, the Eli and Edythe Broad Foundation, and the Michael and Susan Dell Foundation. The initiative supports school districts, charter management organizations, and partner organizations that embrace PL as a means to dramatically increase college readiness rates, particularly among low-income students and students of color. To be considered for funding, these schools applied for a competitive grant. In their applications, schools were required to describe with specificity how their models would support PL. While all of these schools have a high degree of integrated technology as part of their school designs, they vary considerably in the methods and degrees to which they use technology to support PL.

implementation data are limited by their self-report nature and small sample sizes, which can make it difficult to detect differences between groups. Comparisons to national surveys are also limited by an untestable assumption that they represent more-traditional practices, where PL is not being implemented as intensively as in the NGLC schools. The achievement analyses use a research design that does not enable strong causal conclusions. Results can be influenced by, among other risks, selection bias or the implementation of PL in the comparison group. In addition, because it may take a few years for new PL schools to optimize implementation, the results here may not reflect how well the NGLC schools will perform in the future. Readers are encouraged to review the more-detailed discussion of limitations in Appendix B.[2]

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[2] Portions of this report are adapted from Pane et al. (2015).

The Sample for Implementation Analyses

The 40 NGLC schools in the implementation sample were predominantly located in urban areas (two were rural) and served large proportions of minority students from low-income families. Many of the schools started out serving a limited range of grades, with plans to expand annually until they reach their full enrollment and grade range. Key sample characteristics include the following, based on 2014–15 school year data provided by school administrators:

■ 43 percent of the schools had been implementing PL for one year, 38 percent for two years, and 20 percent for three years

■ more than three-quarters of the sample were charter schools

■ elementary and K–8 schools averaged about 230 students per school, and middle and high schools averaged about 270 students

■ the median schoolwide proportion of students eligible for free or reduced-price lunch (FRL) was 80 percent

■ the median schoolwide proportion of students of color was 96 percent.

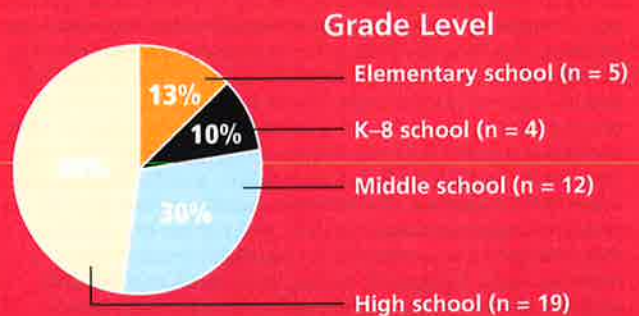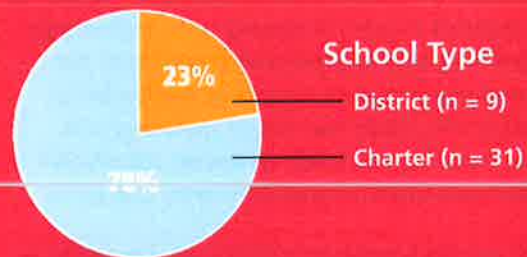## Composition of schools in the implementation analysis

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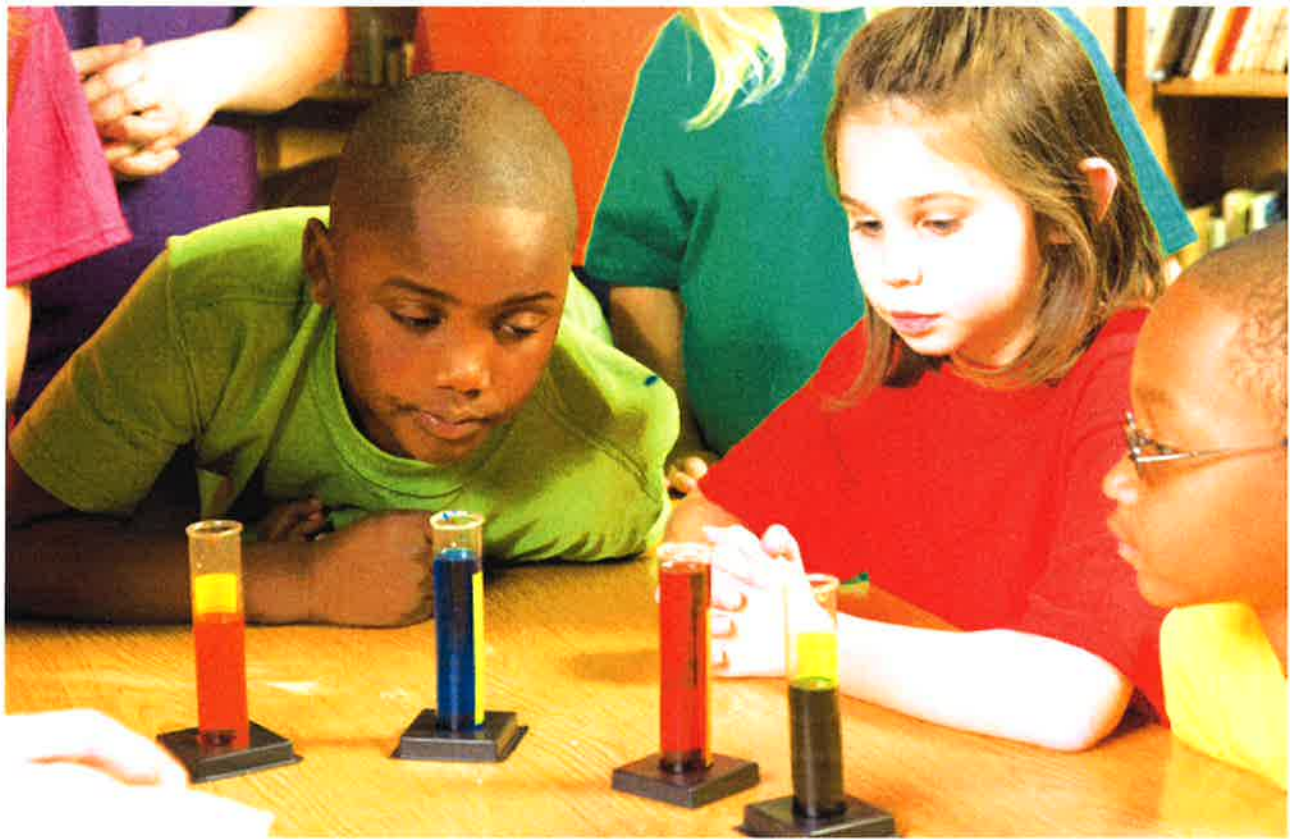
The Sample for Achievement Analyses

Of the 40 NGLC schools in the implementation analysis, only the 32 that administered the MAP assessment are included in the achievement analysis. All of them were relatively new at implementing PL, having started in the 2012–13 academic year or later. Moreover, most of these schools were new schools at the time they began implementing PL. As such, this report discusses schools relatively early in the implementation process. The results reported here are not directly comparable to achievement analyses presented previously in Pane et al. (2015), which focused on a larger sample of somewhat

older PL schools that had been operating for at least two years. Only 16 NGLC schools were included in those prior analyses, along with 46 additional schools that were not part of the NGLC program (among the non-NGLC schools, 18 had launched as new schools implementing PL in the same time frame as the NGLC schools; most of the 28 others launched in the prior decade, though we do not know exactly when they started to focus on PL). Table 1 compares the samples used for achievement analyses in the two reports.

Table 1: Comparison of achievement analysis samples in Pane et al. (2015) and this report

	Pane et al. (2015)	This report
Participating initiatives	NGLC and other programs	NGLC only
School experience implementing PL	At least two years	At least one year
Number of PL schools in sample	62	32
Percentage of charter schools in PL school sample	92%	75%
Main achievement analysis	2-year span: 2013–15	1-year span: 2014–15
Approximate number of PL students in main achievement analysis	11,000	5,500
Approximate percentage of PL student sample in		
… grades 9–12	8%	31%
… grades 6–8	23%	48%
… grades K–5	69%	21%

What Is Personalized Learning?

Although there is not yet a widely shared definition of PL, we distilled this working definition from discussions with leading practitioners in the field:

Personalized learning prioritizes a clear understanding of the needs and goals of each individual student and the tailoring of instruction to address those needs and goals. These needs and goals, and progress toward meeting them, are highly visible and easily accessible to teachers as well as students and their families, are frequently discussed among these parties, and are updated accordingly.

This aspiration contrasts with more-traditional instructional approaches, where efforts to meet individual students' needs may take less priority than having students work toward grade-level standards, progress on pace with their grade-level peers, or prepare for grade-level tests at the end of the year. In its ideal form, PL allows for greater variety in what students are working on at any moment, while still setting ambitious goals for each student's progress. The hypothesis, consistent with the research cited above, is that personalized instructional approaches and strategies will improve student outcomes in the short term (e.g., stronger rates of growth in achievement) and in the long term (e.g., successful completion of a postsecondary degree or successful transition into a career).

The best strategies for creating an educational environment that is highly personalized have yet to be identified through research. The NGLC schools in this study were taking a variety of approaches, some of which were extensions of traditional practices, often enhanced by strategic use of technology for instruction and other purposes, and some of which were more-significant departures from common approaches. Each school integrated a set of approaches to create their unique school model. At this early stage in the development of

What is the role of technology in PL?

In a variety of ways, technology holds promise to enable personalization to an extent that was not possible at large scale in an earlier era. Technology's greatest role may be to manage the complexity of the personalization process. By occasionally providing instruction or supporting independent learning, technology can also enable educators to take a more personalized approach in their own teaching efforts and other activities they undertake to support student learning and development.

PL, such a diversity of models can be useful to help us learn which strategies and approaches, or combinations thereof, appear to be most important for PL's success. To organize our discussion we group the approaches used by the NGLC schools into four interdependent strategies.

Learner Profiles

A learner profile is a record of each student's individual strengths, needs, motivations, progress, and goals based on data from all available sources. Learner profiles are available not only to teachers, but also to students and their families, and are frequently reviewed, discussed, and updated to inform the student's educational plan.

Personal Learning Paths

Informed by the learner profile, personal learning paths allow for flexibility in the specific paths students take through content to enact their educational plan, while still holding them to high expectations. Within parameters set by teachers, students can make choices about the content or structure of

learning, and the school offers a variety of instructional approaches and curriculum materials, including support for meaningful learning experiences outside of school. Time is available during the school day for one-on-one academic support tailored to students' learning needs, whether for remediation, help with grade-level content, or enrichment.

Competency-Based Progression

Competency-based progression enables personalized paths to run their natural course by removing external constraints on what material each student works on, when, and for how long. Each student's progress toward clearly defined goals is continually assessed, and assessment occurs "on demand" when a student is ready to demonstrate competency. Assessment may take a variety of forms, such as projects or presentations, as well as more-traditional tests or quizzes. A student advances at his or her own pace and earns course credit (if applicable) as soon as he or she demonstrates an adequate level of competency.

Flexible Learning Environments

Flexible learning environments imply that the school adapts the use of resources such as staff, space, and time to best support personalization. For example, elements of the learning space—size, classroom organization, and furniture—are designed to support implementation of PL. The structure of learning time and student grouping strategies are flexible, responsive to student needs, and driven by data where appropriate. Technology is a key aspect of the school model and is available to all students; often schools provide a device to each student.

As we discuss above, the schools approached PL in a variety of ways, and did not necessarily plan to implement every strategy. Rather, they were all working toward the general goal of improving student achievement through PL, and were free to be creative
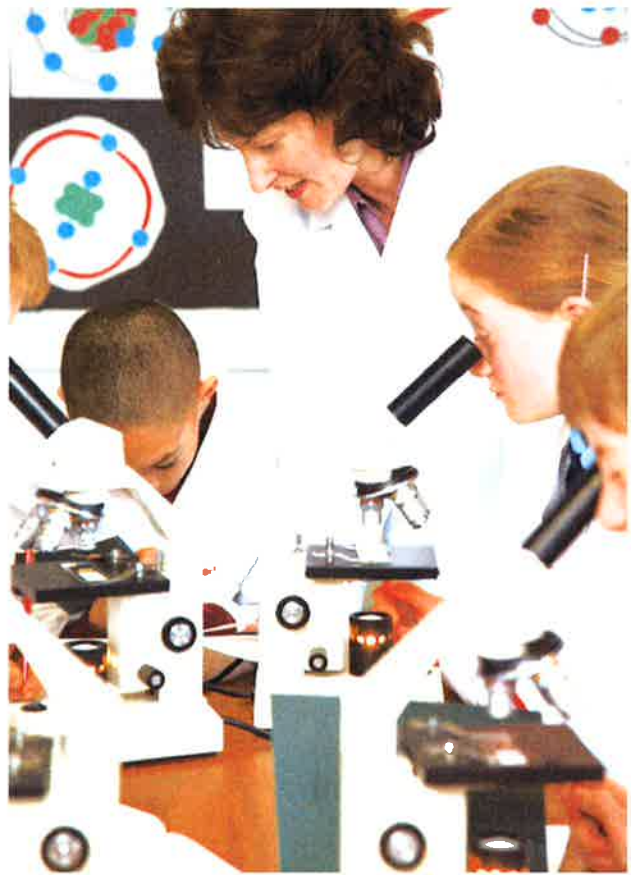
and to adopt approaches compatible with local context and the population of students they served.

In the next section, we use these four strategies as an organizing framework for describing PL implementation in the NGLC schools. For each strategy, we first present a vignette drawn from a school we visited, as an example of relatively strong implementation of the strategy. We then compare NGLC schools to a sample representing schools across the United States with respect to implementing that strategy, discuss some of the challenges NGLC schools reported, and briefly discuss obstacles to PL implementation that cut across the four strategies. Subsequent sections examine whether PL implementation differed between district-operated and charter schools in the NGLC sample. We then turn to an analysis of achievement effects, and discuss implications for policymakers, implementers, and funders.

The Four PL Strategies Are Interrelated

Learner profiles maintain a rich and up-to-date record of student strengths, needs, goals, and progress; that information is used to define personal learning paths, which are appropriate and meaningful choices of material for each student to work on, with the necessary adult supports; competency-based progression enables these personalized paths to run their natural course by removing external constraints on what material each student works on, when, and for how long; and flexible learning environments enable schools to allocate resources in new ways to best support these processes.

Implementation Analysis Methods

The findings we present in this section comprise a synthesis of the implementation data. The methods we used are described in greater detail in Appendix A, along with a discussion of limitations. To briefly summarize our methods, we used a holistic approach to decide what information to present, focusing on meaningful evidence of differences (or similarities) between practices in the NGLC schools and in other schools nationally. Where we were able to perform tests of statistical significance, we used those results to guide our decisions about what material to present. In some cases, we describe differences that were not statistically significant but that were large in magnitude and qualitatively meaningful in that they shed some light on substantive questions about implementation. We relied heavily on teacher and student survey data because those sources are available for more of the sample and are thus most representative of teachers' and students' attitudes and perceptions.

However, we also made use of interviews with principals and teachers, and focus groups with students; although these sources are less representative than the surveys, they provide a greater depth of information on key aspects of implementation that help to clarify or illuminate patterns we found in the survey data. We triangulated these sources with teacher logs and classroom observation data where applicable.

When we discuss the interview data, we use terms such as "many" and "most" to refer to more than half of interview respondents in the applicable group (e.g., school leaders, teachers, or students) across schools, and we use "several" or "some" to refer to less than half of respondents. Percentages reported here are based on survey results. The vignettes are drawn from the site visit data, and the discussion of implementation challenges is drawn from survey, interview, and focus group data.

Learner Profiles

In this section, we discuss:

- strategies used by students and teachers to track and discuss learning goals
- teachers' use of student achievement data to personalize instruction
- usefulness of school data systems and teachers' access to data
- challenges of using learner profiles.

A learner profile is a record of each student's individual strengths, needs, motivations, progress, and goals based on data from all available sources. Learner profiles are available not only to teachers, but also to students and their families, and are frequently reviewed, discussed, and updated to inform the student's educational plan.

KEY TAKEAWAYS ON LEARNER PROFILES

NGLC schools showed higher levels of implementation than the national sample in some ways.

- More NGLC teachers reported frequent receipt of high-quality student data and extensive use of the data to personalize instruction.
- More NGLC students reported using technology to track their learning progress.

Schools in the two samples showed similar levels of implementation in other ways.

- Students in the two samples reported similar levels of discussion with teachers regarding their learning progress or learning goals.
- Teachers in the two samples reported similar rates of keeping up-to-date documentation of student strengths, weaknesses, and goals.

There were several challenges to implementation.

- Many NGLC schools struggled to use nonachievement data (e.g., behavior, attendance, socio-emotional skills) to inform instructional decisions and goal setting, in part due to challenges measuring those skills and integrating the results with other student data.
- Data from digital curriculum programs were not always well integrated with other school data systems.

Summary

These findings suggest some important ways in which the NGLC schools exhibited greater access to and use of student data to inform personalized instructional approaches. Both national and NGLC teachers reported receiving and using student data frequently and we did not find differences in the use and characteristics of formal learner profiles. However, NGLC teachers reported receiving many types of student data (e.g., data on students who have achieved mastery or need extra assistance) more frequently, and using them to adjust instruction in ways consistent with PL practices to a greater extent than teachers in the national sample. These differences in data access and use could be related to differences in the schools' data systems, which in NGLC schools seemed more likely to contain student data which facilitated personalized instructional practices. According to principals, barriers to more-extensive use of student data included difficulties measuring nonachievement constructs (e.g., behavior or socio-emotional skills) and integrating such data, along with other data generated by curriculum products, into the school's data system. This made it harder to combine these inputs with achievement data for instructional decisions and goal setting.

Learner profiles: How do NGLC and national practices compare?

More NGLC teachers reported frequent receipt of high-quality student data and extensive use of the data to personalize instruction. NGLC teachers reported that their schools' data systems provided high-quality data useful for informing instruction (e.g., real-time, actionable data, and information about students of varying achievement levels, including students who are far above or below grade level). NGLC teachers were also more likely to report that they had access to high-quality assessment data that helped them adapt the pace or content of instruction to meet students' needs. NGLC teachers, on average, reported receiving student

School A is an urban charter high school that had been implementing PL for two years at the time of our visit. Students are able to check their grades using the school's learning management system, PowerSchool, as well as their nonachievement data (e.g., behavior, attendance, socio-emotional skills) via SchoolRunner. These programs are accessible to students at home as well as in school and are also accessible to parents. Students reported that these two sources of information about their performance were updated frequently, were useful, and were easily accessible, for example, from their smartphones. Teachers said that they updated PowerSchool frequently—at least daily or weekly. A commitment to making student progress visible and accessible was also evident in posters and charts on classroom walls, which were used to track students' progress toward mastering the college-ready ACT standards. Students and teachers reported that they drew on these multiple sources of data to drive conversations about student progress and set goals.

Students reported that they discussed their grades and behavior with teachers, tracked progress, and set goals during Advisory, a daily time when students met one-on-one with teachers or caught up on classwork. Teachers reported different methods for ensuring that they met with all students during Advisory to discuss their grades and progress. One met weekly with each of her advisees; another let the students initiate meetings, but checked in with each student at least every two weeks. Several students described close relationships with their advisers, as illustrated in the quote.

"With my Rise [Advisory] teacher, I talk to her every single day [about the progress I'm making in school]. I even text her. That's how my bond is with her. And with teachers, I just have two where I constantly check in for my grades and how I'm doing, and they give me feedback on how I'm supposed to do better and I start improving my things better now."

—STUDENT COMMENT ABOUT ADVISORY SUPPORT

achievement and nonachievement data (such as data on student behavior or socio-emotional outcomes) more than a few times a month, versus approximately monthly in the national sample. NGLC teachers also reported using such data to inform and personalize instruction to a greater extent (see Figure 1). However, a majority of teachers in both samples reported that they had plenty of data but needed help translating those data into instructional steps. There were no differences in teachers' reports of how easy their school data systems were to use.

"I would say we're definitely better off in the sense that we're gathering data constantly: their [students'] homework and the assessments in the lessons, the assessment during the projects. It's just ongoing. It's pretty fluid."

—NGLC TEACHER COMMENT ABOUT USING
STUDENT ACHIEVEMENT DATA

More NGLC students reported using technology to track their learning progress. However, students in the two samples reported similar levels of discussion with teachers regarding their learning progress or learning goals. Students in the NGLC sample were somewhat more likely to agree that they kept track of their progress using technology (e.g., by using an online gradebook or portfolio) most of the time or always. There were no differences in how often students reported discussing their learning progress with their teachers or working with their teachers to set personal goals for their own learning, but such practices were not widespread.

Teachers in the two samples reported similar rates of keeping up-to-date documentation of student strengths, weaknesses, and goals. When comparing the NGLC survey results with those from the national sample, we found no differences in several key aspects of learner profiles. Similar proportions of teachers reported using frequently updated, shared documents, either paper or electronic (such as learner profiles and learning plans), to document each student's strengths, weaknesses,

and goals. Among teachers who reported using such documents, their characteristics (e.g., whether they exist for all students or were frequently updated), were similar in the two samples.

Challenges of Learner Profiles

Many NGLC schools struggled to use nonachievement data to inform instructional decisions and goal setting, in part due to challenges measuring those skills and integrating the results with other student data. Using multiple types of student data to inform instruction is a key feature of learner profiles. All NGLC schools collected nonachievement student data, but much of this was done informally. Few schools had robust systems for collecting these data, particularly on socio-emotional skills such as collaboration, critical thinking, or resilience, or using them to inform instructional decisions and understand student progress. Many school administrators told us in interviews that their schools had not yet pulled achievement and nonachievement data together into one cohesive document or system—the data were often tracked in multiple systems. Most of these schools

planned to undertake this integration, but had not yet been able to do so.

Data from digital curriculum programs were not always well integrated with other school data systems. Another common challenge, reported by NGLC principals, was that data from the school's various digital curricula and online materials were not well integrated with other data systems (e.g., the learning management system where teachers recorded grades). This increased the burden on teachers who wanted to retrieve and analyze these data.

"In terms of nonacademic goals, we teach [students] design thinking, so we do want them to demonstrate the designer skills. And those are things like critical thinking and collaboration. We haven't yet figured out the best ways to measure those . . . "

—NGLC PRINCIPAL, ON MEASURING NONACHIEVEMENT SKILLS

FIGURE 1

Extent to which teachers used student achievement data
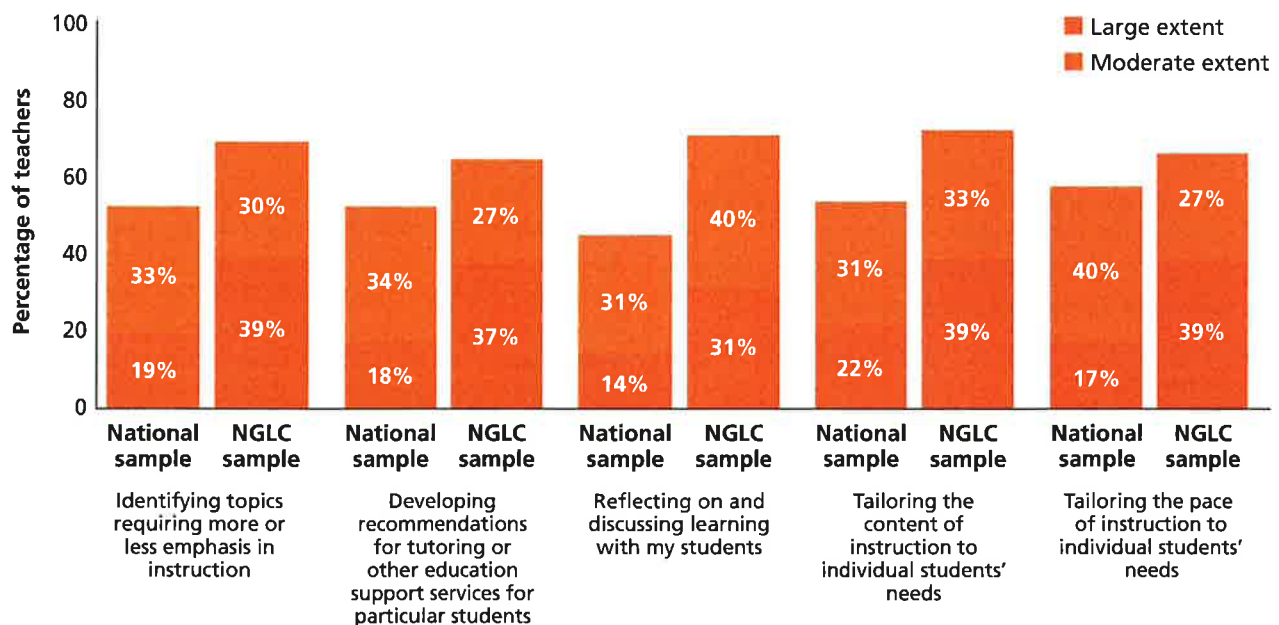
Note: N = 212–214 NGLC teachers; N = 525 national teachers; survey question: "This year, to what extent have you used student achievement/mastery data for each of the following purposes?" Response choices were on a scale of 1 ("My school doesn't do this") to 5 ("Used to a large extent").

Personal Learning Paths

In this section, we discuss:

- the use of a variety of instructional activities, including tailored support
- students' ability to choose topics and instructional materials
- challenges of implementing personal learning paths.

Personal learning paths allow for flexibility in the specific path students take through content to enact their educa-tional plan, while still holding them to high expectations. Within parameters set by teachers, students can make choices about the content or structure of learning, and the school offers a variety of instructional approaches and curriculum materials, including support for mean-ingful learning experiences outside of school. Time is available during the school day for one-on-one academic support tailored to students' learning needs, whether for remediation, help with grade-level content, or enrichment.

KEY TAKEAWAYS ON PERSONAL LEARNING PATHS

NGLC schools implemented more individual support than the national sample.

- NGLC schools appeared to dedicate more time to one-on-one, tailored support of student learning.

Schools in the two groups were more similar on other aspects of implementation.

- Teachers and students in both samples reported relatively low levels of student choice of topics and materials.
- Teachers in both samples reported similar levels of tailoring instruction to student needs, although NGLC students reported slightly higher rates than students nationally.
- Teachers in both groups agreed that their curriculum materials were of high quality.

There were several challenges to implementation.

- NGLC teachers perceived limited time to develop personalized lessons to be the biggest obstacle to implementing personal learning paths.
- Finding high-quality standalone technology-based materials was a challenge.
- Teachers perceived tension between offering student choice and the need to address standards.
- Extensive choice can make student collaboration challenging.

Summary

Most NGLC schools implemented a variety of instructional approaches and focused on one-on-one academic

supports tailored to each student's learning needs. Highly personalized approaches, such as flexible paths through content and extensive student choice in the content or structure of learning were not common in either group, most likely because they can be time-consuming for teachers to develop and manage. Teachers also reported that the need to meet standards constrained the amount of choice they could offer to students, which also likely limited implementation of highly personalized approaches.

To implement a variety of instructional approaches, NGLC schools reported adjusting instructional time to focus on coaching and individual supports for students to a greater extent than teachers did in the national sample, a difference that was perhaps facilitated by the fact that the NGLC schools built one-on-one supports for students, such as an advisory period, into the school schedule. In schools that offered choice in path and content, students often worked on different topics and assignments than their peers. While many students enjoyed the flexibility such choices offered, others observed that it made seeking help from (and collaboration with) peers difficult, because students were all working on different things. Teachers in both groups reported that their curriculum materials were of high quality. Interview, log, and survey data suggest that NGLC schools used a combination of standalone tech-based programs and teacher-developed curriculum materials; we do not have comparable data for the national sample.

Personal learning paths: How do NGLC and national practices compare?

NGLC schools appeared to dedicate more time to one-on-one, tailored support of student learning.

Surveyed NGLC teachers reported using individual tutoring, coaching, and support for a greater proportion

VIGNETTE: What do personal learning paths look like?

School B is an urban charter middle school that serves grades 6 through 8 and had been implementing its PL model for three years at the time of our visit. At school B, students could take a flexible, personalized path through content via a "playlist"—a list of a variety of activities (e.g., readings, videos, practice problems, assignments) identified by the instructor and designed to help students learn a particular standard or skill. In these playlists, students were placed at the appropriate level of content based on a standardized test. Students used the playlists to choose which activities to complete as part of their course work, as described in the quote.

Often, students within a class were working on a variety of different standards, and those who were working on a common set of standards were often grouped together for projects or group work. Students were exposed to a variety of instructional approaches, a strategy consistent with personal learning paths. For example, teachers utilized independent work with and without technology, group and independent projects, the playlists, and one-on-one and small-group work with the teacher. Instructional materials included, for example, online curricula, online games, hands-on projects, and textbooks. Teachers had autonomy to vary instructional approaches and materials in their classrooms as needed. Most class periods included time for one-on-one academic support—teachers would confer with some students while others were working—and a 30-minute period at the end of the day was reserved for teachers to work with selected students for additional one-on-one support.

"First, in order to see what standard we're working on we go to Canvas. Canvas shows all of our classes and once you click on the class, it has a list of the standards and [learning levels] students are on. Every [learning level], you go to it and click on the standard you're working on and work on the assignments. Some people are on different [learning levels] so it's based on what they're working on and there are links to activities."

—STUDENT COMMENT ABOUT PLAYLISTS

of the lesson, while teachers in the national sample reported spending a greater proportion of class time on large-group instruction. These results are shown in Figure 2. The administrator interview and site visit data suggest that one-on-one academic support was built into the daily school schedule in all the NGLC schools. In some schools, this took the form of an advisory period where students could receive individualized support from teachers, from peers, or from independent practice. Other schools scheduled "intervention time" as a class period, where students sought help in the subjects in which they were struggling. Still others built one-on-one supports, such as independent practice with teacher support, into each class period. Although we cannot be certain that schools in the national sample did not schedule time for teachers to provide individualized support, the results presented in Figure 2 suggest that there are differences in the structure of learning time between the groups of schools in the two samples.

Teachers and students in both samples reported relatively low levels of student choice of topics and materials. Survey results suggest that student choice in the content and structure of their learning was a feature

of both NGLC schools and schools nationally, but we did not find the degree of student choice to be extensive. A majority of teachers in both groups indicated that it was rare for students to choose their own instructional materials or the topic of the class focus (responding that it occurred "not at all" or "to a small extent"). Although NGLC students reported slightly more choice, less than one-third of students in both groups reported that they frequently made their own choices (responding "most of the time" or "always" on items shown in Figure 3). The student focus groups suggested that it was

" . . . blended learning is when you have half of the class on the laptop while you're doing lessons and targeting personalized learning. They [students] get personalized learning from the computer and from me. With reading rotations while they are on the computer I get to have my guided reading done while some are in their stations. It helps a lot."

—NGLC TEACHER COMMENT ABOUT VARIETY IN INSTRUCTIONAL APPROACHES

somewhat more common for teachers to offer a choice in how students could complete specific assignments, as illustrated by the student comment.

Teachers in both samples reported similar levels of tailoring instruction to student needs, although NGLC students reported slightly higher rates than students nationally. About two-thirds of teachers in both groups reported that they adapted content and provided a variety of instructional materials to suit individual students' needs to a small or moderate extent. For example, teachers reported using instructional approaches such as teacher-led large- and small-group instruction, individual tutoring, small-group collaboration and projects, or independent practice with and without digital content. NGLC students were slightly more likely than the national sample to report that they had

" . . . it's the same topic, but you can choose to complete the task any way you want to. We just had this assignment called The Pit and the Pendulum. *And, basically, [the teacher] split it up into two things. After we finished reading it you can compare the book to anything media that compares to the book. . . . And then, also, there was the second part to it where you can build off the story and you can write from the torturer's perspective . . ."*

—NGLC STUDENT COMMENT ABOUT CHOICE

opportunities to learn in different ways within a single lesson, such as listening to the teacher, working in small groups, or working by themselves.

Teachers in both groups agreed that their curriculum materials were of high quality. Access to high-quality curriculum materials is a key support for creating personal learning paths. NGLC teachers agreed with those in the national sample that their curriculum materials were of high quality and met the learning needs of all of their students. These data were collected at a time when teachers nationally were relying heavily on materials that they developed or found on the web as they attempted to align their curricula with new state standards (Opfer, Kaufman, and Thompson, 2016).

Challenges of Personal Learning Paths

NGLC teachers perceived limited time to develop personalized lessons to be the biggest obstacle to implementing personal learning paths. Providing personalized pathways and activities for students is a key feature of personal learning paths, but one that can be time-consuming for teachers. A majority of NGLC teachers reported that "an inadequate amount of time to prepare personalized lessons for all students" was a major or minor obstacle to PL implementation, and half reported that "excessive amounts of time I need to spend developing personalized content" was a major or minor obstacle. Similarly, in site visit and administrator interviews, many NGLC teachers and administrators

FIGURE 2 Teacher reports of activities used for more than a quarter of class time during a typical lesson
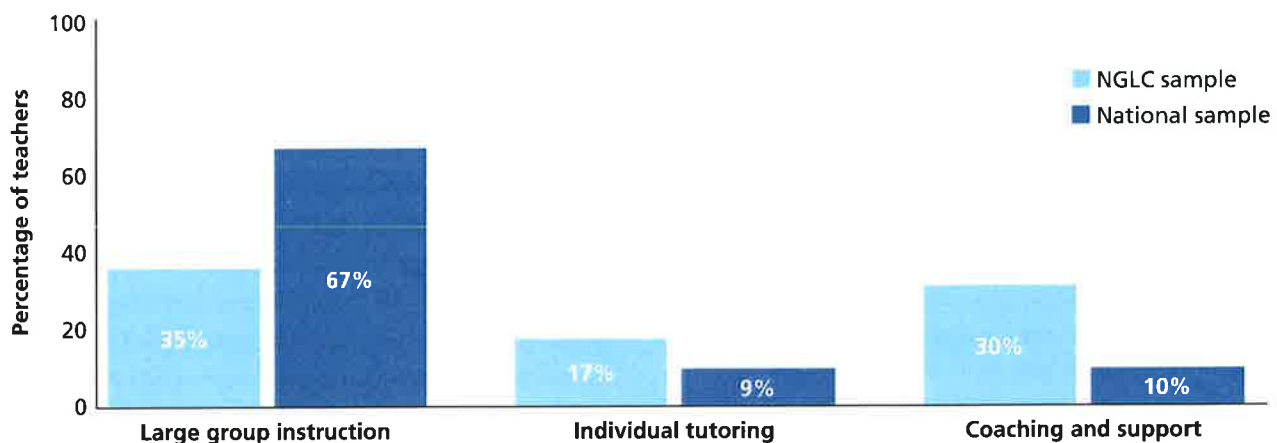
Notes: N = 209–214 NGLC teachers; N = 525 national teachers; survey question: "During a typical class, for what percentage of the time do you utilize the following activities with students?" Respondents wrote percentages for each activity in open-ended text boxes.

Informing Progress
Insights on Personalized Learning Implementation and Effects

FIGURE 3

Student reports of choice in various aspects of instruction

Legend: ■ Always ■ Most of the time ■ Sometimes ■ Never/rarely

Y-axis: Percentage of students (0 to 100)

I have opportunities to choose what instructional materials I use in class.
- National sample: 9%, 19%, 30%
- NGLC sample: 12%, 21%, 38%

I have opportunities to choose what topics I focus on in class.
- National sample: 7%, 20%, 30%
- NGLC sample: 9%, 17%, 39%

During a single lesson, I have opportunities to learn in different ways.
- National sample: 12%, 27%, 44%
- NGLC sample: 19%, 27%, 39%

Notes: N = 4,785–4,835 NGLC students; N = 864 national students; survey question: "The following questions ask about your classroom experiences. When you answer them, please think about your experiences with all of your classes in math, English/reading, science, and social studies this year, and mark the response that indicates your typical experience." Response choices were on a five-point scale from 1 ("never") to 5 ("always").

mentioned time as an important obstacle to implementing highly flexible personal learning paths with frequent opportunities for student choice. Clearly, it is time-consuming for teachers to develop personalized lessons in NGLC schools. One theoretical hope is that technology can help make implementation of PL—and personal learning paths in particular—more efficient. While technology has made many features of personal learning paths possible, such as using a playlist, the work of finding (or creating) and organizing high-quality content and assignments often remains in the teachers' hands.

Finding high-quality standalone technology-based materials was a challenge. Survey, log, and interview data suggest that staff in the NGLC schools pieced together their tech- and nontech-based curriculum and instructional materials and used a combination of standalone tech-based programs and teacher-developed material. In interviews, teachers and administrators said they rarely relied on one or two all-encompassing tech-based curriculum products because it was difficult to find ones that were of high quality and effective in their school context. About half of surveyed teachers reported that they often pulled materials from multiple sources or developed them themselves. NGLC teachers reported that they searched for or created about half of their curriculum materials to supplement the curriculum provided to them. Few products were common across schools. Sixty-two different online or digital sources of curriculum materials and assessments were reported across the 40 schools. Only

eight of those were mentioned by more than one school, and the two most popular products were mentioned by nine schools each.

Teachers perceived tension between offering student choice and the need to address standards. Although some NGLC schools offered students a high degree of flexibility in the paths they could take through content, in most schools students did not seem to have many opportunities to choose the content or structure of their learning. For instance, several teachers we interviewed reported that offering extensive student choice conflicted with the need to address grade-level standards, and reported that what students learned was dictated by the appropriate standards (i.e., subject matter and grade level) with little variation, thus limiting the extent to which teachers could offer choices to students.

Extensive choice can make student collaboration challenging. Students at some NGLC schools could choose which topics to work on within a given content area and which activities to complete. In focus groups, several students said they generally liked having the flexibility to work on different topics at a different time from their classmates. But they also said it posed challenges for collaboration. As one student said, " . . . sometimes it's really good to have everyone do the same topic because then everyone can help anybody; and when you all have different topics, it's like she's doing that and he's doing that, so we can't talk about it, so it depends."

Competency-Based Progression

In this section, we discuss:

- teacher use of competency-based practices
- student experience with competency-based practices
- challenges of competency-based progression.

Competency-based progression enables personalized paths to run their natural course by removing external constraints on what material each student works on, when, and for how long. Each student's progress toward clearly defined goals is continually assessed, and assessment occurs "on demand" when a student is ready to demonstrate competency. Assessment may take a variety of forms, such as projects or presentations, as well as more-traditional tests or quizzes. A student advances at his or her own pace and earns course credit (if applicable) as soon as he or she demonstrates an adequate level of competency.

KEY TAKEAWAYS ON COMPETENCY-BASED PROGRESSION

NGLC schools appeared to differ from the national sample in some respects.

- Although most teachers in each group reported using competency-based practices, NGLC teachers and students reported higher levels of such practices.
- NGLC teachers were more likely than those in the national sample to require students to get through a certain amount of material.

There were several challenges related to competency-based progression.

- Many NGLC teachers said that allowing students to progress at their own pace through content was challenging when students did not complete work at an acceptable pace.
- Competency-based grading systems were difficult to explain to stakeholders and did not fit with traditional reporting practices.

- NGLC schools did not award credit for partial mastery of a course in a way that could be transferred to other schools.

Summary

A majority of teachers in both groups reported using competency-based practices to a moderate or large extent. Teachers and students in the NGLC schools reported that competency-based practices were common, allowing students to work at different paces and on different topics or skills at the same time. While this finding is encouraging, implementing competency-based progression is not without challenges. Some teachers reported that organizing students into groups for the larger performance tasks could be difficult, because students were in different places in learning the material. In addition, principals and teachers said that competency-based grading systems were difficult to explain to stakeholders and did not fit with traditional reporting practices.

Competency-Based Progression: How do NGLC and national practices compare?

Although most teachers in each group reported using competency-based practices, NGLC teachers and students reported higher levels of such practices. Competency-based practices include enabling students to work at various paces and on different topics than their classmates, giving them opportunities to review or practice new material until they really understand it, requiring them to demonstrate that they understand a topic before moving on to a new topic, and enabling them to track their own progress. A majority of teachers in both the national and NGLC samples reported using competency-based practices to a moderate or large extent. However, the NGLC teachers were more likely to report using these practices to a great extent (Figure 4). In addition, NGLC students were more likely than students nationally to report that they always experienced practices consistent with competency-based progression (Figure 5). Overall, though, neither group of students perceived these practices to be very common.

NGLC teachers were more likely than those in the national sample to require students to get through a certain amount of material. This result is shown in Figure 4. Since the amount of time students

## VIGNETTE: What does competency-based progression look like?

School C, a charter high school with 9th grade students, was broadly implementing competency-based progression during its first year of operation. Students were aware of the goals and standards they were supposed to learn at the start of the year, and they met with teachers during the year to plan how they were going to meet those goals. According to the principal, teachers shared the goals of each course with students at the outset and students "project managed" to get the work done and track their progress.

According to school staff, the curriculum was anchored in the Common Core State Standards and the Next Generation Science Standards. As students worked through the standards, they were periodically tested through brief assessments they called "comprehension checks," as well as longer, more-complex "performance task" assessments. When those were accomplished with a score of at least 75 percent, students moved on to the final assessment for that standard.

Comprehension checks and performance tasks could take several forms, but most often were a quiz or a small project. Students tackled the comprehension checks when they were ready ("…at different times…it's one of the beauties of the school," according to one student) and moved through the content at their own pace. Students were grouped in the same classes "as other people who are on the same pace with us," as one student put it. Students progressed to the next standard upon demonstrating mastery.
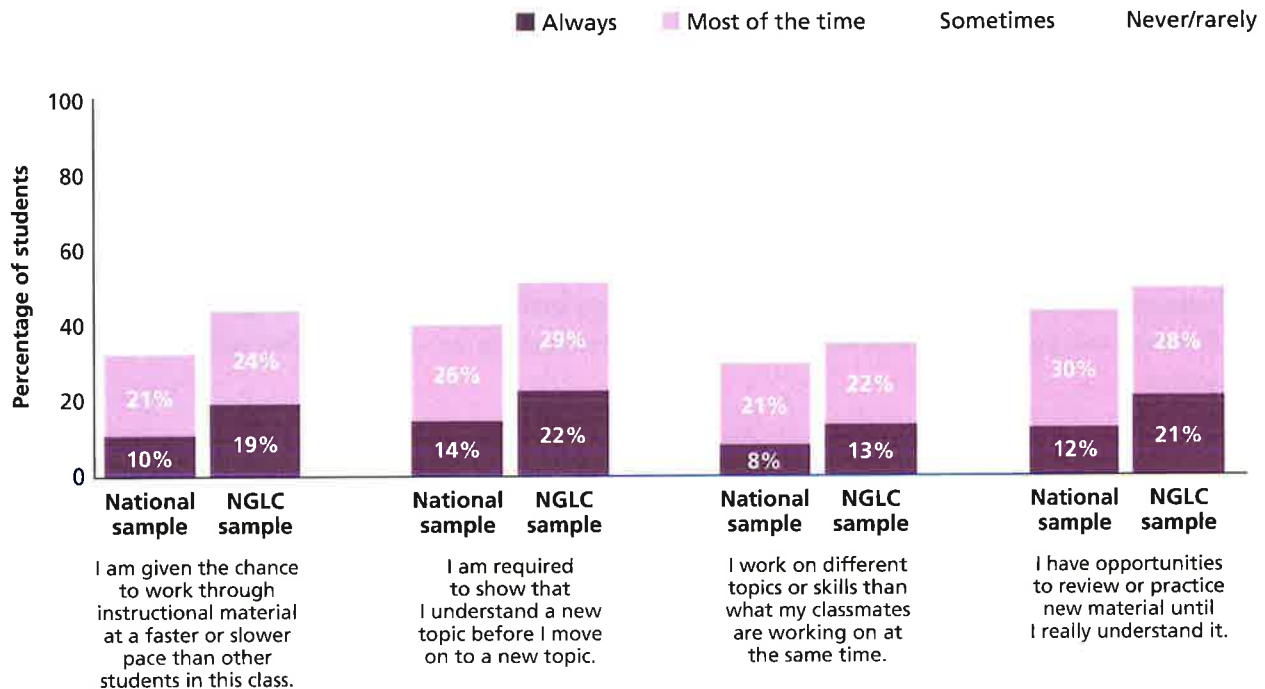
FIGURE 4

Teacher reports of competency-based learning practices
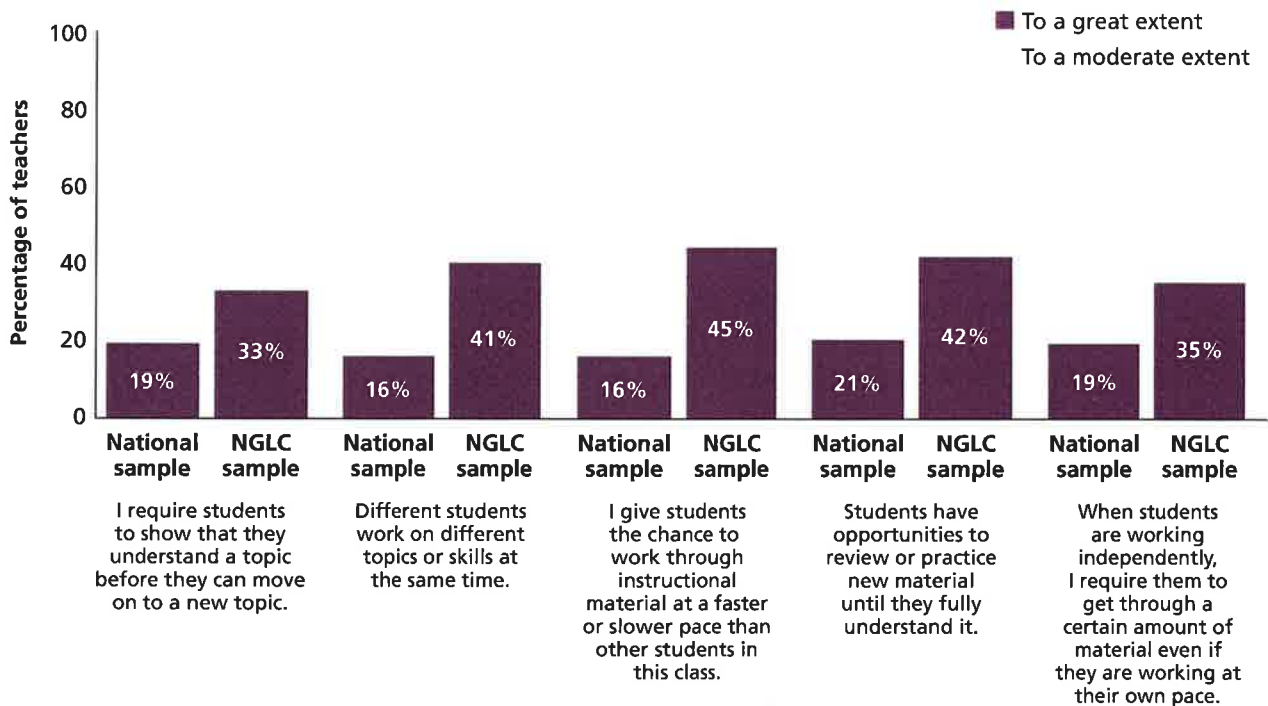
Notes: N = 210–212 NGLC teachers; N = 525 national teachers; survey question: "Please indicate the extent to which you agree with each of the following statements about your curriculum and instruction." Response choices were on a four-point scale from 1 ("not at all") to 4 ("to a great extent").

FIGURE
5

Student reports of competency-based learning experiences

Always ▪ | Most of the time | Sometimes | Never/rarely

Percentage of students

100

80

60

40

21% | 24% | 26% | 29% | 21% | 22% | 30% | 28%

20

10% | 19% | 14% | 22% | 8% | 13% | 12% | 21%

0

National sample | NGLC sample | National sample | NGLC sample | National sample | NGLC sample | National sample | NGLC sample

I am given the chance to work through instructional material at a faster or slower pace than other students in this class. | I am required to show that I understand a new topic before I move on to a new topic. | I work on different topics or skills than what my classmates are working on at the same time. | I have opportunities to review or practice new material until I really understand it.

Notes: N = 4,784–4,794 NGLC students; N = 864 national students; survey question: "The following questions ask about your classroom experiences. When you answer them, please think about your experiences with all of your classes in math, English/reading, science, and social studies this year, and mark the response that indicates your typical experience." Response choices were on a five-point scale from 1 ("never") to 5 ("always").

worked at their own pace was not the same between the two groups, this finding is difficult to interpret. One possibility is that NGLC teachers wanted to ensure that students maintained focus and continued to work hard in a self-paced environment. According to most of the teachers we interviewed, part of the rationale was a belief that students may need to develop the skills necessary to work at their own pace. Many NGLC school leaders told us that they were taking a "gradual release" approach, in which students initially received lots of support and structure, which decreased over time to allow students to take greater responsibility for their own learning. Since most of the NGLC schools were in their first or second year of implementation, it is possible that we observed a greater degree of support and structure than will be present in future years. An alternative explanation for requiring students to cover certain material is that teachers wanted to ensure coverage of curriculum content that the students would not have covered at their own pace. Some school leaders and teachers said they felt it necessary to set a pace to

help students fill in gaps in their learning *and* access grade-level content in preparation for state tests, echoing similar comments about offering students choice in their personal learning paths.

Challenges of Competency-Based Progression

Many NGLC teachers said that allowing students to progress at their own pace through content was challenging when students did not complete work at an acceptable pace. Teachers and administrators at many NGLC schools reported that allowing students to progress through content at their own pace was challenging for several reasons. According to teachers, many students did not know how to organize their time so they would complete their work at a sufficient pace. For example, at the end of the second semester some students still had not completed work they were expected to do during the first semester. Many schools addressed this challenge by using pacing guides, or by

specifying a minimum amount of work that students must complete in a certain time frame.

Competency-based grading systems were difficult to explain to stakeholders and did not fit with traditional reporting practices. Teachers and principals reported that competency-based grading systems were often challenging to explain to parents and community members. Principals also reported that competency-based grades had to be converted into traditional "grades" that were acceptable for state-level reporting and college applications, a challenge encountered by all the NGLC schools implementing this strategy.

NGLC schools did not award credit for partial mastery of a course in a way that could be transferred to other schools. One of the goals of competency-based systems is that students would be awarded credit when they had demonstrated mastery of the material. Ideally, credit would be awarded in increments smaller than a course, and the credit would be transferrable, eliminating the need for students to repeat lessons or courses if they transfer schools. Like many schools, NGLC schools awarded credit for mastery when students completed a course. Where NGLC schools awarded mastery of material at a finer granularity than a full course (such as individual learning standards), students were not able to take these credits with them when they transferred to another school, according to principals. As a result, students who transferred schools would likely have to cover the material again. This challenge may stem from a lack of widely accepted standards for how to track completion of material in increments of less than a full course.

Flexible Learning Environments

In this section, we discuss:

- flexible use of school resources such as staff, space, and time
- use of technology in instruction
- frequency of adjusting student groups based on data
- challenges of flexible learning environments.

Flexible learning environments imply that the school adapts the use of resources such as staff, space, and time to best support personalization. For example, elements of the learning space—size, classroom organization, and furniture—are designed to support implementation of PL. The structure of learning time and student grouping strategies are flexible, responsive to student needs, and driven by data where appropriate. Technology is a key aspect of the school model and is available to all students; often schools provide a device to each student.

KEY TAKEAWAYS ON FLEXIBLE LEARNING ENVIRONMENTS

NGLC schools appeared to differ from the national sample in some respects.

- NGLC teachers reported more-flexible use of resources such as space, staff, and instructional time to support PL.
- Although both groups reported that technology played a primary role in instruction, NGLC teachers reported greater reliance on technology-based instructional materials than teachers nationally.
- Obstacles to teaching with technology were reported to be less prevalent in NGLC schools.
- Although both groups considered student grouping based on data to be a key strategy, NGLC teachers reported adjusting those groups more frequently.

NGLC schools were similar to the national sample in emphasizing student grouping and use of technology (noted above).

- Teachers and students in both groups reported positive opinions about the school environment.

There were several challenges related to flexible learning environments.

- Creating flexible learning spaces in traditional school buildings was challenging.
- NGLC schools experienced barriers to implementing flexible learning environments at the school level, but practices were more flexible at the classroom level.

Summary

NGLC schools used space, staff, and time in ways that were different from schools in the national sample. These practices included creating learning spaces that were open and flexible, using a variety of activities that were based on the needs of the student or the demands of the lesson, using student achievement data to assign students to groups, and, among teachers who reported grouping students by ability level, changing those groups more frequently.

The role of technology in instruction was similar in both samples, as was the use of data to assign students to groups. While these findings are encouraging, some NGLC principals, teachers, and students reported that creating and using flexible spaces in traditional school buildings was challenging: Such spaces were often noisy, making it difficult for students to concentrate. Some aspects of flexible scheduling also proved challenging for NGLC schools: Schools experienced barriers to flexible scheduling at the school level but used time flexibly at the classroom level, and student grouping was more flexible within classes than schoolwide. Teachers and students in both groups reported similarly positive perceptions of the school environment, which could enable flexible use of resources in ways that support PL.

VIGNETTE: What do flexible learning environments look like?

School D, a charter school serving grades 6–8, had been implementing its PL model for one year at the time of our visit. The school was in a converted office building, with classrooms made out of modular walls that did not reach the ceiling and could be rearranged, and several large open spaces where students could work independently or in groups, and where the school gathered for "design challenges" (complex, interdisciplinary, long-term projects), and other whole-school events.

A 5-week "trimester" allowed students who were struggling to solidify their skills, and permitted students who were on track to take interdisciplinary classes that went beyond the regular curriculum (such as public speaking, coding, and "myth busters"). By design, many teachers were cross-certified, enabling administrators to be flexible in how they organized classes, and to play to teachers' strengths. Many projects were team-taught.

Classes were organized in a block schedule, although class length fluctuated as the school experimented with the schedule. The schedule could be rearranged easily, even on short notice, to accommodate projects and whole-school design challenges. In classrooms, the structure of learning time was flexible, teachers had discretion to use the time as they saw fit, and students experienced a variety of instructional approaches and activities depending on the lesson.

Students were grouped by learning level schoolwide. Administrators considered standardized test data and consulted with parents and students to make student grouping decisions. In classrooms, grouping was more fluid and often dependent on the lesson requirements. The school had a one-to-one technology model. Students used their own laptops or were supplied with Chromebooks, which they could take home. Students reported using technology "constantly" to monitor their progress, take tests, work on projects, communicate with teachers, do research, and complete assignments. In addition, students could attend classes virtually, using Adobe Connect, during unplanned school closures, such as snow days.

"Who teaches what depends on certification area or talents working with low-achieving or high-achieving kids . . ."
—PRINCIPAL COMMENT ABOUT STAFFING

Flexible learning environments: How do NGLC and national practices compare?

NGLC teachers reported more-flexible use of resources such as space, staff, and instructional time to support PL. NGLC teachers were somewhat more likely to report that their schools had large open spaces and comfortable furniture that could easily be rearranged to facilitate PL. In addition, NGLC teachers were more likely to report that "co-teaching or job-share" best described their teaching arrangement, although such arrangements were not common overall.[1] NGLC teachers were less likely to report that scheduling constraints were an obstacle to implementing PL in their schools; and many NGLC administrators we interviewed

reported that their schools had flexible schedules that were intended to facilitate PL. Many NGLC administrators also mentioned that teachers generally had flexibility to use their classroom time in the way that was best suited to the lesson and the needs of the students. Teacher log data confirm that NGLC teachers adjusted their instructional activities to suit the needs of the lesson or the student, though comparative log data are not available for a national sample.

NGLC teachers reported greater reliance on technology-based instructional materials than teachers nationally. Teachers in both groups were equally likely to report that technology played a primary role in instruction, but there is some evidence to suggest that NGLC teachers relied on technology-based instructional materials for some activities to a greater extent than teachers in the national sample. For example, NGLC teachers reported that students were engaged in independent practice with software for a larger

[1] *Co-teaching* or *job-share* was defined as, "I am one of two or more teachers who are jointly responsible for teaching the same subject(s) to a group of students (for example, in the same classroom), all or most of the day and/or in a majority of classes."

proportion of the lesson. In addition, when students were using technology, NGLC teachers reported that students more often used structured online curriculum materials; watched videos, animations, or simulations; solved multi-step, open-ended problems; and received immediate feedback on problem solutions, as shown in Figure 6.

Obstacles to teaching with technology were reported to be less prevalent in NGLC schools.
NGLC teachers were less likely to perceive the following operational and logistical obstacles to promoting student learning using technology:

- an inadequate number of devices (e.g., laptops)
- problems with hardware
- inadequate bandwidth
- lack of opportunities to participate in professional development
- lack of flexibility in deciding how to use technology in instruction
- lack of support from technology specialists
- inadequate opportunities for teachers to provide input on how technology is used.

**Although both groups considered student grouping based on data to be a key strategy, NGLC teachers reported adjusting those groups more frequently.**
Similar proportions of teachers in the NGLC and national samples reported using student achievement and nonachievement data to assign students to groups within their classes. Similar proportions also reported grouping students of similar ability levels together. However, there is some evidence that NGLC teachers adjusted student groupings more frequently. Among teachers who reported grouping students of similar ability levels together, NGLC teachers changed groups more frequently: 29 percent reported changing groups weekly, compared with 4 percent of teachers in the national sample.

Teachers and students in both the national and NGLC schools reported positive opinions about the school environment. Large majorities of teachers in both samples agreed that administrators and teachers were focused on improving student learning, were supportive, and that teachers collaborated well with one another. NGLC teachers were more likely to report high levels of administrator support and trust, and that teachers were highly focused on improving student learning, as shown in Figure 7. Teachers' perceptions of students were similar and largely positive in both samples, with majorities agreeing that students were respectful of other students and staff and were

FIGURE 6

Teacher reports of the extent to which students engaged in certain activities while using technology
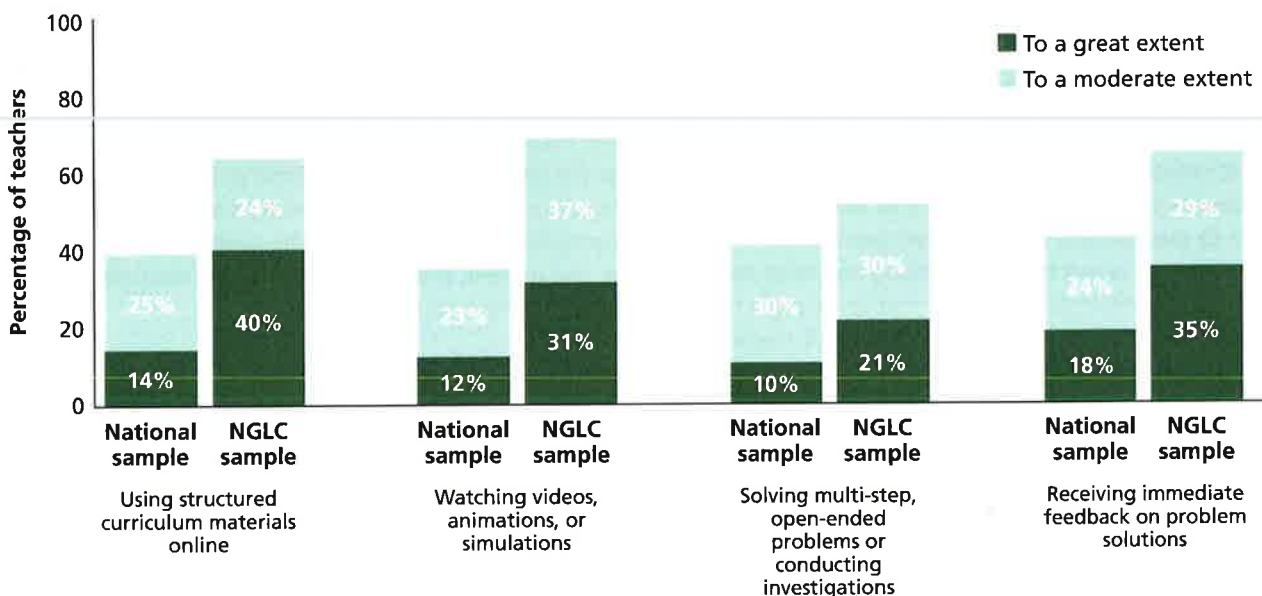
Notes: N = 213–216 NGLC teachers; N = 525 national teachers; survey question: "For this question, we are interested in the activities students are engaged in when they are using technology. Please indicate the extent to which students are engaged in the following types of activities." Response choices were on a four-point scale from 1 ("not at all") to 4 ("to a great extent").

Informing Progress
Insights on Personalized Learning Implementation and Effects

FIGURE
7

Teacher agreement with items related to school environment, NGLC and nationally

Legend:
- ■ Strongly agree
- ■ Agree

Percentage of teachers (y-axis: 0 to 100)

Administrators at my school are highly focused on student learning.
- National sample: 22% / 59%
- NGLC sample: 49% / 43%

Administrators at my school are highly supportive of teachers.
- National sample: 21% / 54%
- NGLC sample: 43% / 42%

Administrators at my school trust teachers to make decisions about their own instruction.
- National sample: 23% / 40%
- NGLC sample: 43% / 40%

Teachers at my school are highly focused on the mission of improving student learning.
- National sample: 31% / 60%
- NGLC sample: 55% / 41%

Notes: N = 228–230 NGLC teachers; N = 525 national teachers; survey question: "Rate your level of agreement with each of the following statements about your school." Response choices were on a four-point scale from 1 ("disagree strongly") to 4 ("agree strongly").

motivated to achieve. However, in both groups, about half of teachers did report that certain factors were obstacles to implementing PL, such as too many students in classes, too much diversity in achievement levels, high levels of absenteeism, disciplinary problems, motivation, behavior, or attendance.

Students had similarly positive perceptions of their school environment. Large majorities of students in the national and NGLC samples reported positive feelings about their schools and learning environments, and the two groups were equally likely to agree that they felt supported by their teachers in their school work and in preparing for the future, as shown in Figure 8. Although a large majority of NGLC students expressed positive opinions, they were somewhat less likely to report that they felt safe, comfortable being themselves, and an important part of the school community.

## Challenges of Flexible Learning Environments in NGLC Schools

Creating flexible learning spaces in traditional school buildings was challenging. Most of the NGLC

schools were located in traditional school buildings that often could not be reconfigured to use space in flexible ways. Nonetheless, a majority of administrators reported that their schools contained some flexible learning spaces. Where nontraditional spaces existed, using them was not without challenges. In particular, staff and students in such schools reported that open spaces were noisy, making it difficult to focus on instruction.

NGLC schools experienced barriers to implementing flexible learning environments at the school level, but practices were more flexible at the classroom level. Principals reported that flexible grouping was rarely used at the school level, and in most schools students were grouped by traditional grade level. Teacher survey and interview data indicate that student grouping was more flexible within classes than schoolwide. Teachers reported that data-based student grouping strategies were used frequently at the classroom level, where students were sometimes grouped homogeneously and sometimes heterogeneously, according to the goals of the lesson.

FIGURE
8

Students' opinions about their school environment
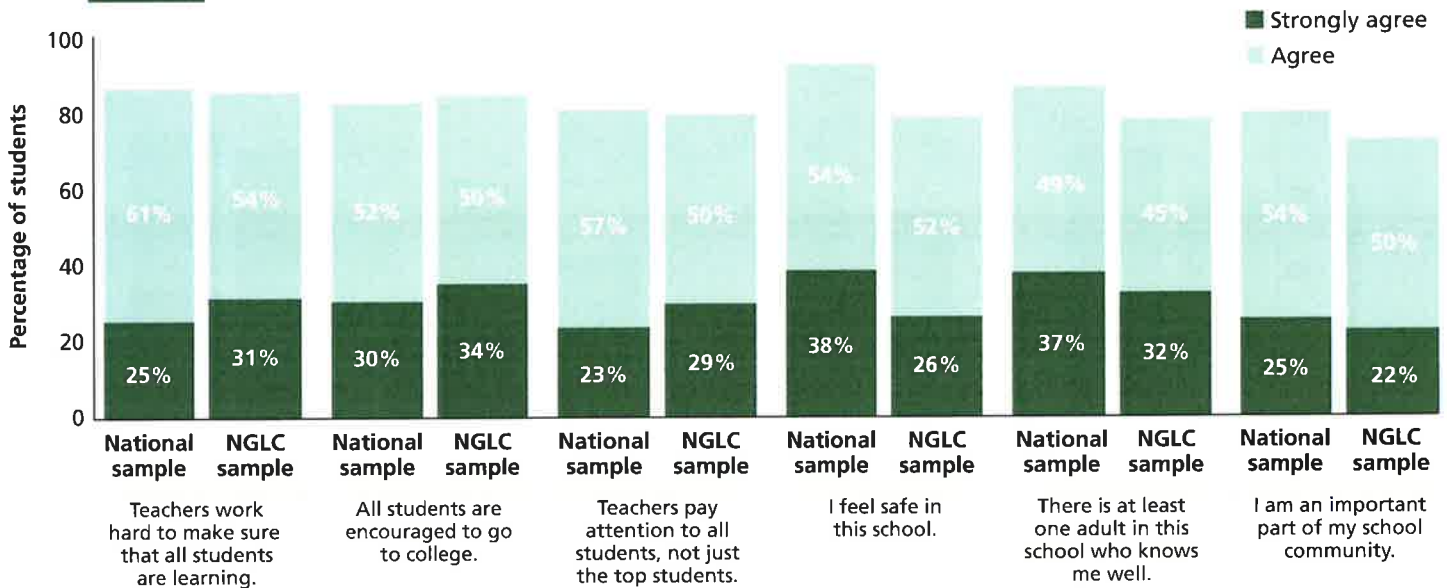
Notes: N = 4,629–4,665 NGLC students; N = 864 national students; survey question: "How much do you agree with the following statements about your school?" Response choices were on a four-point scale from 1 ("strongly disagree") to 4 ("strongly agree").

However, implementing flexible learning time at the school level could also take the form of flexible scheduling, where each student would have a unique schedule that changed as often as weekly based on data about their learning needs. Only a few NGLC schools took this approach, and in those that did, the principals

"We started off with teachers creating a different schedule for the students every week. It just took too much time because they were doing it all by hand . . ."

—PRINCIPAL COMMENT ABOUT FLEXIBLE
SCHOOLWIDE SCHEDULING

reported that it was difficult for logistical reasons. Staff at these schools reported that they struggled to create classes of a reasonable size, or ensure that there were enough teachers available to supervise students working independently. Some school leaders found that the work of creating a new schedule each week was too burdensome. Teachers, however, reported that they were empowered to use their classroom time flexibly, which in most schools meant using a variety of instructional strategies in accord with the needs of the lesson or the student.

Informing Progress
Insights on Personalized Learning Implementation and Effects

The teacher survey included several questions that addressed challenges to implementing PL. These questions asked about implementing PL in general and were not specific to any one of the four strategies; we therefore discuss them briefly in this section.

NGLC teachers were less likely than teachers nationally to report operational obstacles to implementing PL, such as scheduling constraints. We examined teacher perceptions of obstacles to implementing PL in the NGLC and national samples. Although some of these conditions were not perceived as obstacles by a majority of teachers, teachers in the NGLC sample were less likely to report that environmental and operational factors, such as lack of administrator support, pressure to cover specific material, lack of data, lack of flexibility in curriculum, and scheduling constraints, were obstacles. Pressure to cover specific material and lack of flexibility in the curriculum seemed to be the largest obstacles for teachers in the national sample, as shown in Figure 9.

FIGURE 9

Teacher reports of obstacles to implementing PL
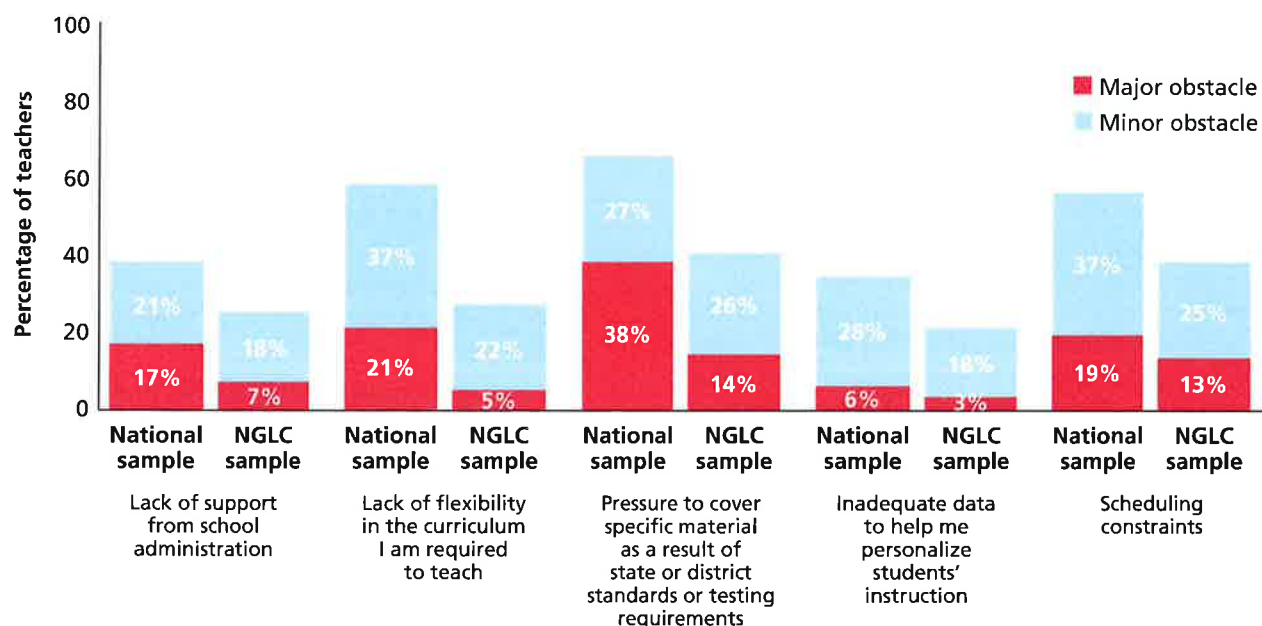
Notes: N = 217–219 NGLC teachers; N = 525 national teachers; survey question: "Please indicate the extent to which each of the following conditions is an obstacle to your efforts to promote personalized learning for students. If the condition does not exist in your school, please mark 'not applicable.'" Response choices were on a four-point scale from 1 ("not applicable; condition does not exist in my school") to 4 ("condition exists and is a major obstacle").

This section compares charter and district implementation of

- learner profiles
- personal learning paths
- competency-based progression
- flexible learning environments.

With early signs that PL holds promise for positive effects on student achievement, there has been considerable enthusiasm about scaling up its implementation. Although many of the earliest adopters of PL have been charter schools, successful scale-up of this approach will inevitably include district-operated public schools, which serve the vast majority of K–12 students in the United States. A manifest question is whether the positive results seen thus far in samples that are dominated by charter schools are likely to generalize broadly. For example, charter schools comprised 92 percent of the sample that produced favorable results in the Pane et al. (2015) study. Are there attributes of charter schools that are particularly conducive to implementing a somewhat radical innovation like PL, or should we expect scale-up in districts to proceed with similar results to those seen in these charters? We use the limited data available in the current study to conduct a preliminary exploration of this topic. Our small sample consists of one-fourth district-operated and three-fourths charter schools. Here, we examine implementation similarities and differences we observed between district and charter schools in our sample, and we examine achievement outcomes along the same dimension in the next chapter. *Although these analyses do not enable strong conclusions due to small sample sizes, and thus should be interpreted with great caution,* they may offer some observations that warrant consideration by stakeholders interested in the scale-up of PL.

KEY TAKEAWAYS FROM THE COMPARISON OF CHARTER AND DISTRICT SCHOOLS

Implementation of PL in Charter and District Schools Within the NGLC Sample

Charters appeared to have higher levels of implementation than district schools in some ways.

- Teachers reported more-frequent receipt and more-extensive use of actionable student data.
- More teachers reported adapting course content to meet students' needs to a great extent.
- Teachers reported using small-group instruction for larger portions of the lesson.
- Teachers were more likely to agree that their curriculum materials were of high quality.
- Teachers and students reported more-extensive use of competency-based practices.
- Flexible use of space and staff was more prevalent.
- Teachers reported incorporating more technology into instruction and fewer obstacles to doing so.
- Teachers reported greater use of data to group students.
- Teachers and students reported more-positive perceptions on some dimensions of school environment.
- Teachers were less likely to report that student factors, such as discipline, were major obstacles to PL.

District schools appeared to have higher levels of implementation than charters in some ways.

- District schools appeared to have more-comprehensive learner profiles.
- Teachers reported changing student groupings more frequently.

Charter and district schools appeared to be similar in several ways.

- Teachers reported similar levels of use of learner profiles.
- Opportunities for student choice were uncommon.
- Teachers were equally likely to assign students to classes and groups by age or achievement.
- Teachers reported using classroom time flexibly and incorporating a variety of activities.
- Teachers and students reported positive perceptions of the school environment.

Summary

In general, charter schools tended to display more-extensive implementation of many aspects of PL. District schools displayed less-extensive implementation and tended to look more similar to the national sample, suggesting lower implementation of novel PL practices. Charter teachers reported greater use of key aspects of learner profiles, such as more-frequent receipt and use of student data, and greater adaptation of course content to meet students' needs. Charter teachers and students reported a greater extent of using and experiencing competency-based practices, such as being able to work on different topics than others and at their own pace. Key components of flexible learning environments, such as flexible use of staff and space, and use of technology, were reportedly more common in charter schools.

Reported use of learner profile documents was the same in both groups, although charter teachers' responses suggest that their learner profiles were less comprehensive. As with the national and district samples, opportunities for student choice were uncommon, although charter teachers reported using small-group instruction more frequently. Flexible use of class time was common in both groups, as was using a variety of instructional strategies. Teachers and students in both groups reported similarly positive perceptions of the school environment.

Due to numerous limitations, these findings should be interpreted with great caution.

Learner Profiles

Charter teachers reported more-frequent receipt and more-extensive use of actionable student data. In both groups, majorities of teachers reported receiving a variety of achievement and nonachievement data at least a few times per month. However, charter teachers reported receiving such data more frequently: approximately weekly. Teachers in both

groups also reported using student achievement data for activities related to personalization, but charter teachers reported more-extensive use of such data for many instructional activities. Charter teachers were also slightly more likely to agree that their school data systems provided them with actionable data. Majorities of teachers in both district and charter schools agreed that data systems were easy to use and provided them with real-time, actionable data, but charter teachers expressed stronger agreement, as shown in Figure 10.

Teachers in both groups reported similar levels of use of learner profiles, but district schools appeared to have more-comprehensive learner profiles. About half of charter and district teachers reported that their schools used learner profile documents. Among teachers who reported that their schools used learner profiles, district and charter teachers were equally likely to report that the profiles were frequently updated and set forth a plan for students to accomplish their learning goals. Charter teachers were less likely to report that the profiles were comprehensive and available for every student.

Personal Learning Paths

More charter teachers reported adapting course content to meet students' needs to a great extent. Surveyed teachers in both groups reported a limited amount of student choice in the instructional materials and topics students used and focused on, with about one-third of teachers responding that they provided such choice. As described above, NGLC teachers tended to make efforts to adapt course content to meet students' needs by providing additional assignments, resources, and activities for remediation or enrichment. Charter teachers reported using these approaches to a greater extent than district teachers.

Opportunities for student choice were uncommon in both groups, but charter teachers reported using small-group instruction for larger portions of the lesson. Students in both groups reported that they were not given a great deal of choice in the topics or materials they used in their classes. Less than half of students reported that it was very or mostly true that their teachers took their experiences and interests into account when deciding what they would work on. Similarly, about one-third of teachers in both groups reported that students had opportunities to choose the instructional materials they used in class. However, there is some evidence that charter teachers attempted to address individual students' needs. Charter teachers were less likely to report using large-group instruction for

FIGURE 10 Charter and district teachers' opinions of their schools' data systems, with national sample results included as a reference
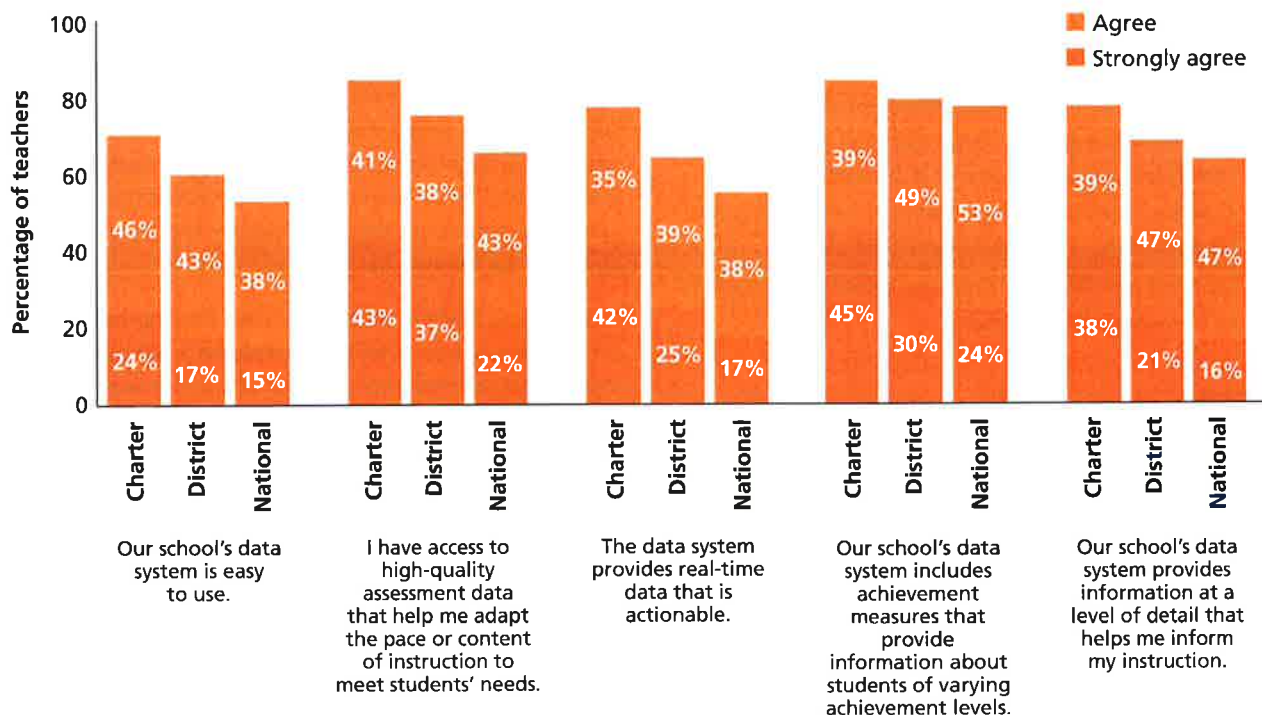
Notes: N = 151–153 charter teachers; N = 61–63 district teachers; N = 525 national teachers; survey question: "Please indicate your level of agreement with each of the following statements." Response choices were on a five-point scale of 1 ("not applicable") to 5 ("strongly agree"). For each item and group, 3 to 8 percent of teachers indicated the item was not applicable.

large portions (i.e., more than 40 percent) of the lesson, and more likely to report using small-group instruction.

Charter teachers were more likely to agree that their curriculum materials were of high quality.
Access to high-quality curriculum materials is a key enabler of personal learning paths. Majorities of charter and district teachers agreed that their materials were of high quality and met the needs of all of their students, though charter teachers expressed slightly stronger agreement. Charter teachers also reported that a greater proportion of their curriculum materials were provided to them.

Competency-Based Progression

Charter teachers and students reported greater use of competency-based practices.
Although a majority of teachers in both groups reported using competency-based practices to some extent, larger proportions of charter teachers reported using these practices to a great extent, as shown in Figure 11. In most cases, fewer district teachers reported using these practices to a great extent than did charter teachers,

although this percentage was still higher than in the national sample (Figure 11). Daily instructional logs seem to confirm this pattern: teachers reported using competency-based learning practices for more than a small portion of the lesson but less than half of the lesson. Charter teachers reported using competency-based practices for a larger portion of the lesson overall, and that more of the lesson involved content students could experience at different levels of depth. Charter students also reported experiencing some competency-based practices to a greater extent than district students and students nationally. Charter students were slightly more likely to report that they were required to demonstrate understanding of a topic before they could move on to the next one, and that they had opportunities to practice or review until they fully understood the material. Charter and district students were equally likely to report that they could work on different topics or skills than their classmates at the same time and work at a different pace than other students in the class. District students reported experiencing most of these practices to a similar extent as students nationally, as seen in Figure 12.

Charter and district teachers were equally likely to assign students to classes and groups by age or grade level. Teacher logs of daily practices show that students were assigned to their class by age or grade level in about two-thirds of lessons; assignment to classes or groups by achievement level was relatively uncommon. When students were grouped by achievement level, teachers reported using homogeneous groups in more lessons than heterogeneous groups. This is consistent with what many administrators told us in interviews.

Flexible Learning Environments

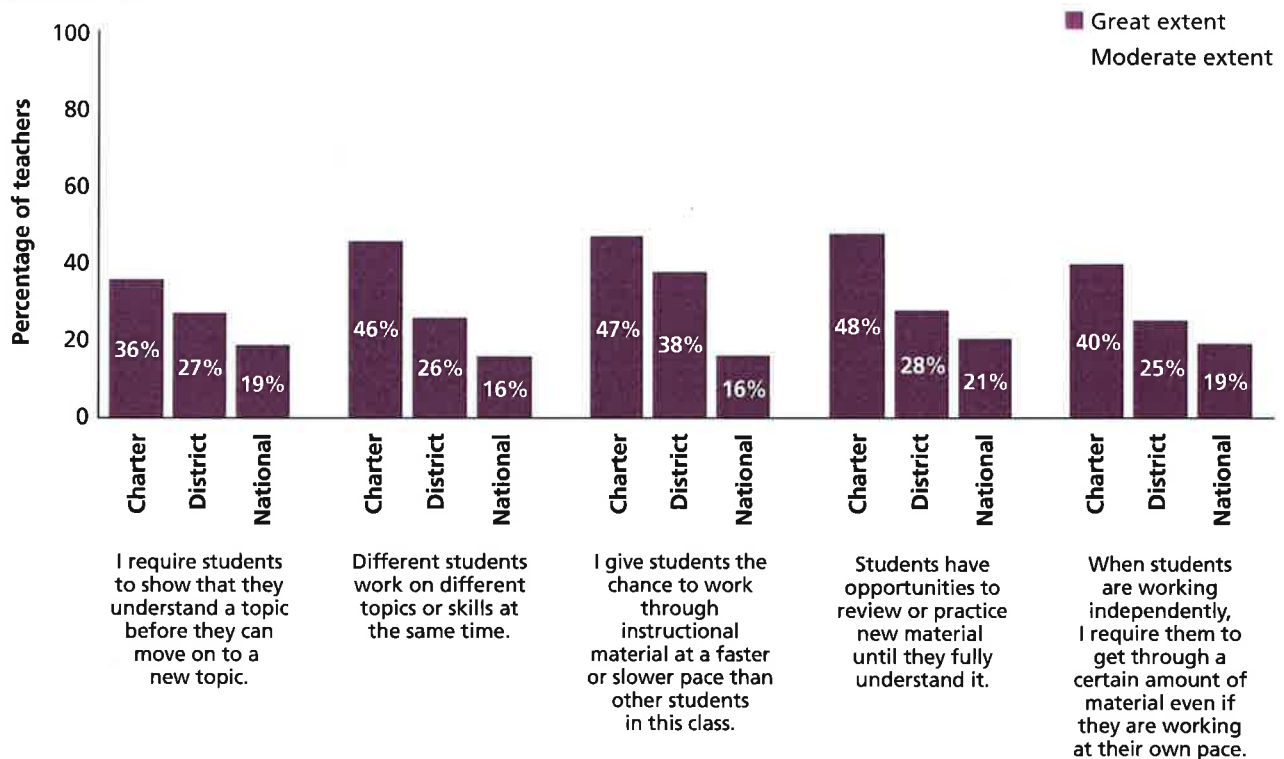**Flexible use of space and staff was more prevalent in charter schools than in district schools.** Charter teachers were somewhat more likely to report that their school had nontraditional instructional spaces (e.g., space with comfortable furniture, large open instructional spaces, open common areas for student use, and breakout rooms) and that those spaces facilitated PL practices. Charter teachers were also more likely to report that "co-teaching or job-share" or "working

under the supervision of another teacher" best described their teaching arrangement, although such teaching arrangements were not common overall. Principals of several NGLC charter schools reported that noncertified staff acted as advisers and mentors to students; we did not hear about similar roles in most district schools. Together, these findings suggest that charters were employing staff in unconventional roles to a greater extent than district schools. Finally, charter teachers were somewhat less likely to report that scheduling constraints were an obstacle to implementing PL practices.

Charter teachers reported greater use of data to group students, but district teachers reported changing groupings more frequently. A majority of teachers in both groups reported using achievement data to assign students to groups within their classes, but charter teachers reported doing so to a greater extent. Charter teachers also reported grouping students of similar ability levels together somewhat more frequently, a finding that is consistent with charter teachers' greater reported use of competency-based instructional practices. However, among the teachers who reported grouping

FIGURE 11 Charter and district teachers' implementation of competency-based learning practices, with national sample results included as a reference

Legend: ■ Great extent — Moderate extent

	I require students to show that they understand a topic before they can move on to a new topic.	Different students work on different topics or skills at the same time.	I give students the chance to work through instructional material at a faster or slower pace than other students in this class.	Students have opportunities to review or practice new material until they fully understand it.	When students are working independently, I require them to get through a certain amount of material even if they are working at their own pace.
Charter	36%	46%	47%	48%	40%
District	27%	26%	38%	28%	25%
National	19%	16%	16%	21%	19%

Notes: N = 149–150 charter teachers; N = 59–61 district teachers; N = 525 national sample; survey question: "Please indicate the extent to which you agree with each of the following statements about your curriculum and instruction." Response choices were on a four-point scale from 1 ("not at all") to 4 ("to a great extent").

FIGURE
12

Charter and district students' experiences of competency-based learning practices, with national sample results included as a reference
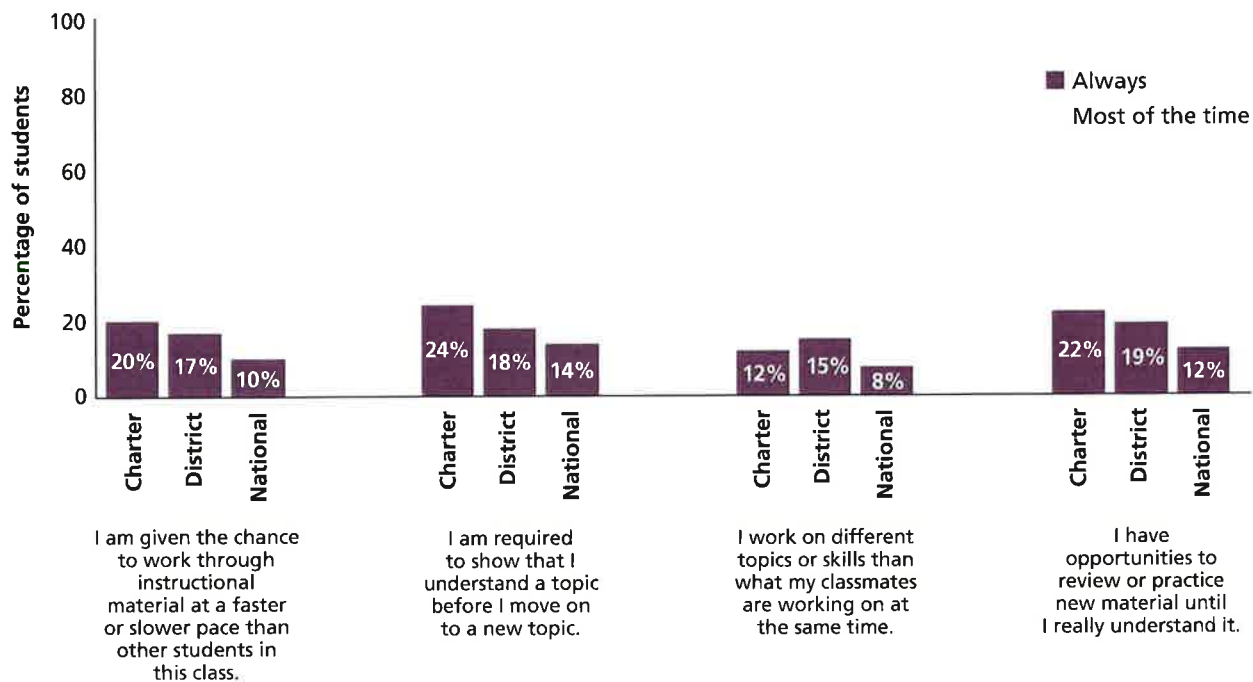
Notes: N = 2,964–2,978 charter students; N = 1,727–1,732 district students; N = 864 national students; survey question: "The following questions ask about your classroom experiences. When you answer them, please think about your experiences with all of your classes in math, English/reading, science, and social studies this year, and mark the response that indicates your typical experience." Response choices were on a five-point scale from 1 ("never") to 5 ("always").

students by ability level, district teachers reported changing groupings more frequently.

Teachers in both groups reported using classroom time flexibly and incorporating a variety of activities. Charter and district teachers reported similar use of instructional time and instructional activities. Teacher-led small-group instruction and small-group collaboration were used for more of the lesson than large-group instruction. Teachers' reports of their daily practice confirm that a variety of activities were used across lessons, and for a small portion of the lesson, suggesting that teachers changed activities frequently based on the needs of the student or the requirements of the lesson.

Activities used by teachers in both groups

✓ students working independently with and without technology

✓ students working with teacher support with and without technology

✓ students working in small groups with and without technology

Charter teachers reported incorporating more technology into instruction and fewer obstacles to doing so. Charter teachers were more likely to report that technology played a primary role in instruction and that students used structured curriculum materials online to a moderate or great extent. The proportion of time teachers reported using technology in the classroom was similar in the two groups. Regarding technology obstacles, the two groups reported similar levels of logistical issues (e.g., lack of opportunity to participate in professional development), but district teachers reported more hardware and infrastructure issues, as shown in Figure 13.
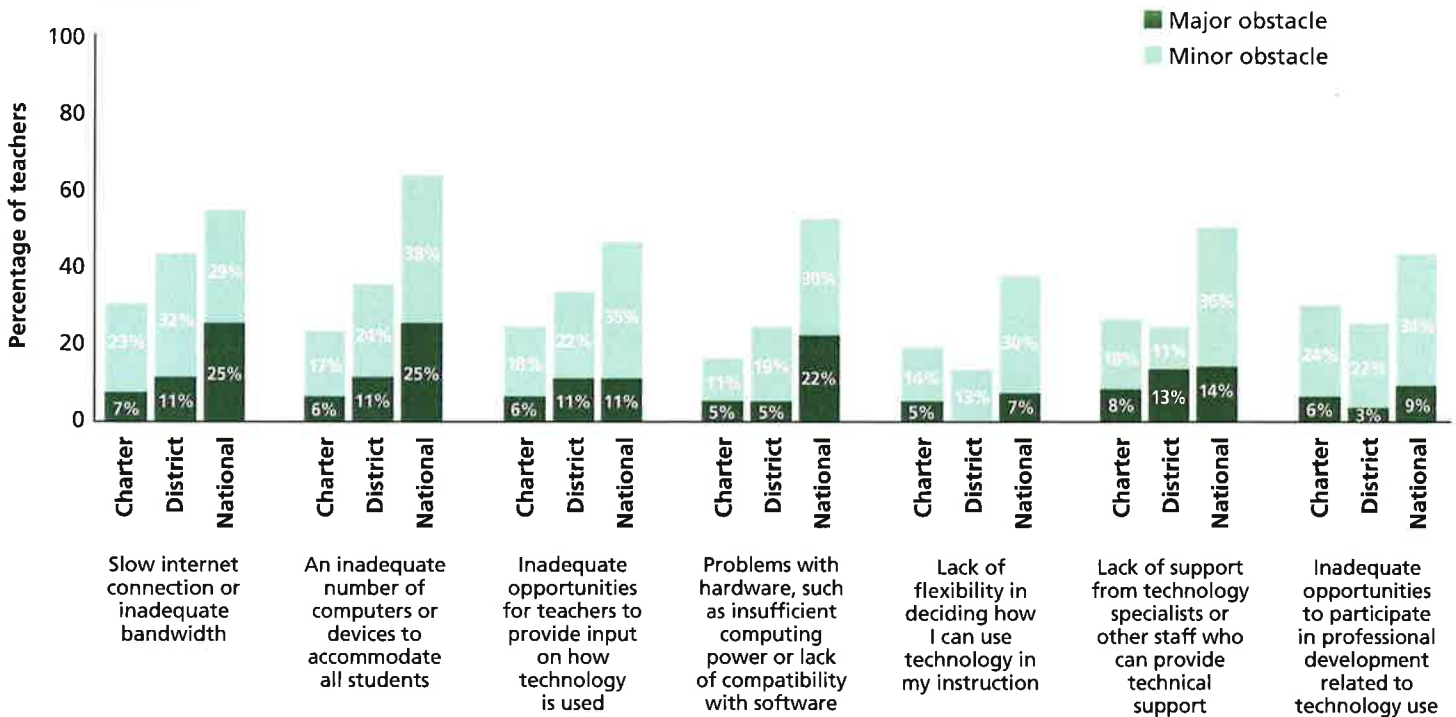
Teachers and students in both groups reported positive perceptions of the school environment, with charter teachers reporting more-positive perceptions on some dimensions. Large majorities of NGLC teachers in both groups expressed positive opinions about the school environment. However, charter teachers were more likely to strongly agree that their school had high levels of administrator support and trust, and that teachers were highly focused on improving student learning. Charter teachers also reported more-positive perceptions of family involvement. Students in NGLC charter and district schools had similarly positive

perceptions of their school environment. Large majorities of students reported positive feelings about their schools and learning environments. The two groups were equally likely to agree that they felt supported by their teachers in their school work and in preparing for the future, and that they felt safe, supported by teachers, comfortable being themselves, and an important part of the school community.

Charter teachers were less likely to report that student factors, such as discipline, were major obstacles to PL. Although majorities of charter and district teachers reported positive perceptions of students, charter teachers were more likely to agree that students in their school were motivated to achieve, and less likely to report that student characteristics and behavior were obstacles to implementing PL, as shown in Figure 14. In most cases, charter teachers perceived that these student-related factors were obstacles at similar rates as teachers nationally. Student absenteeism appears to be a notable exception; charter teachers were much less likely to report that this was a major obstacle than district teachers and teachers nationally.


FIGURE 13 Charter and district teacher reports of obstacles to using technology, with national sample results included as a reference

- ■ Major obstacle
- ■ Minor obstacle

Percentage of teachers

	Charter	District	National
Slow internet connection or inadequate bandwidth	7% / 23%	11% / 32%	25% / 29%
An inadequate number of computers or devices to accommodate all students	6% / 17%	11% / 24%	25% / 38%
Inadequate opportunities for teachers to provide input on how technology is used	6% / 18%	11% / 22%	11% / 35%
Problems with hardware, such as insufficient computing power or lack of compatibility with software	5% / 11%	5% / 19%	22% / 30%
Lack of flexibility in deciding how I can use technology in my instruction	5% / 16%	13%	7% / 30%
Lack of support from technology specialists or other staff who can provide technical support	8% / 18%	13% / 17%	14% / 36%
Inadequate opportunities to participate in professional development related to technology use	6% / 24%	3% / 22%	9% / 34%

Notes: N = 160–163 charter teachers; N = 62–63 district teachers; N = 525 national teachers; survey question: "Please indicate whether the following conditions exist in your school and the degree to which each is an obstacle to your efforts to promote student learning using technology such as computers, smartphones, or tablets. If the condition does not exist in your school, please mark 'not applicable.'" Response choices were on a four-point scale from 1 ("not applicable; condition does not exist in my school") to 4 ("condition exists and is a major obstacle").

FIGURE
14

Charter and district teacher perceptions of student-related obstacles to PL, with national sample results included as a reference
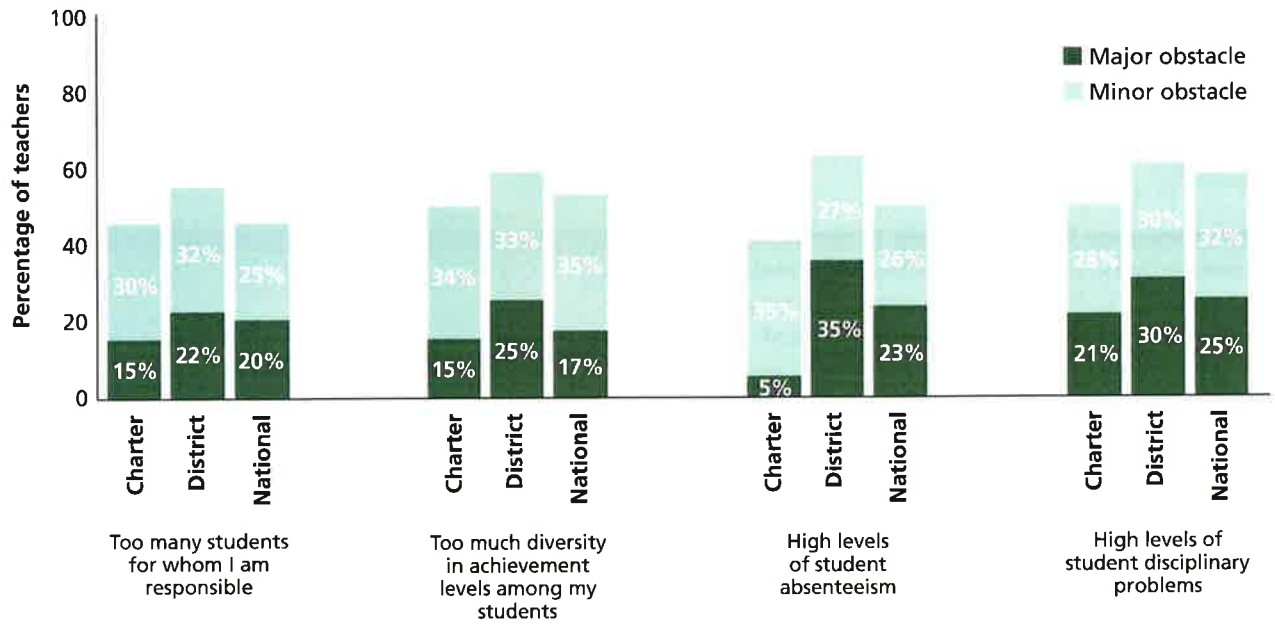
Notes: N = 153–155 charter teachers; N = 62–63 district teachers; N = 525 national teachers; survey question: "Please indicate the extent to which each of the following conditions is an obstacle to your efforts to promote personalized learning for students. If the condition does not exist in your school, please mark 'not applicable.'" Response choices were on a four-point scale, from 1 ("not applicable; condition does not exist in my school") to 4 ("condition exists and is a major obstacle").

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How Did NGLC Schools Affect Student Achievement?

Now our attention shifts from implementation of PL to an examination of achievement effects. To measure achievement effects over one academic year, the study analyzed mathematics and reading scores for all students in the NGLC schools who took the NWEA MAP assessments in fall 2014 and spring 2015. Similarly, to measure achievement effects over two academic years, the study analyzed scores for students who took the assessments in fall 2013 and spring 2015. MAP is an online adaptive test in which the test software adjusts the consecutive difficulty of questions in response to an individual student's answer. If a student responds incorrectly, the next question is easier; if a student responds correctly, the test software progresses to a more difficult question. The MAP assessment can provide accurate information on a broad range of student ability from kindergarten to grade 11, including how much progress a student makes over the course of a school year. Each NGLC student in the achievement analysis was matched to a set of similar students to form a "virtual comparison group" (VCG). More details are available in Appendix B.

Of the 40 NGLC schools, 32 had MAP data available for the one-year span, representing approximately 5,500 students, and 16 had data available for the two-year span, representing about 1,800 students. While these schools and students were all included when estimating effects for the NGLC schools in the aggregate, school-level results are not reported where data were available for fewer than 30 students. All of these schools implemented PL schoolwide during the years they are included in the analyses. *As discussed above, these results are not directly comparable to achievement analyses presented previously in Pane et al. (2015) because the current sample is composed of mostly secondary schools relatively new to implementing PL, whereas the sample for the prior report, on average, had greater PL experience and a majority of elementary schools.*

Overall Results

In this report, we focused our analysis of treatment effects primarily on the NGLC schools for which we have data for the most recent year (2014–15). This one-year span has the greatest number of schools and students,

We report achievement effects of PL using effect sizes, a standard way researchers measure the impact of an educational strategy. This allows researchers to make comparisons across research studies. To assist with interpretation, we also translate the effect sizes into the percentile rank of a PL student who would have performed at the median (50th percentile) if they had been in a non-PL school.

FIGURE
15

Analyses show positive effects for NGLC schools for the 2014–15 academic year
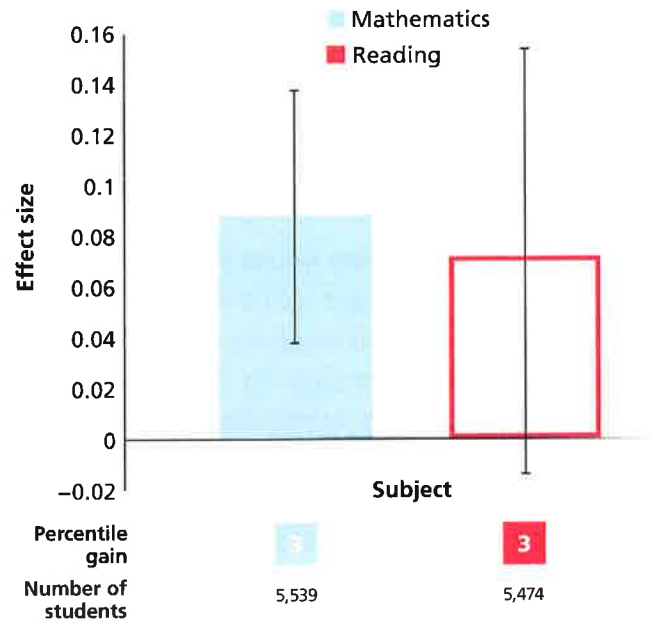
Note: Solid bar indicates statistical significance (p < 0.05) after adjustment for multiple hypothesis tests. Percentile gains translate the treatment effect sizes into the amount of improvement experienced by the median student.

but also includes some schools that were in their first year of implementing PL. We estimated positive treatment effects of approximately 0.09 in mathematics and 0.07 in reading, as shown in Figure 15. Only the mathematics estimate is statistically significant. These effect sizes translate to gains of about 3 percentile points; specifically, a student who would have performed at the median in the comparison group is estimated to have performed 3 percentile points above the median in an NGLC school in both subjects.

The average fall and spring student national percentile ranks are shown in Figure 16. Here, instead of using statistical models with control variables to compare NGLC students with a matched set of students (the VCGs), we simply compare their average performance to national norms for their grade. The figure shows that students started the year significantly below national norms in both mathematics and reading, and gained a modest amount during the school year. In mathematics, students gained about two percentile points but remained significantly below national norms; in reading, students also gained about two percentile points and were performing approximately at national norms by spring.

FIGURE
16

Students started below national norms and approached them by end of the academic year

Fall 2014 to Spring 2015
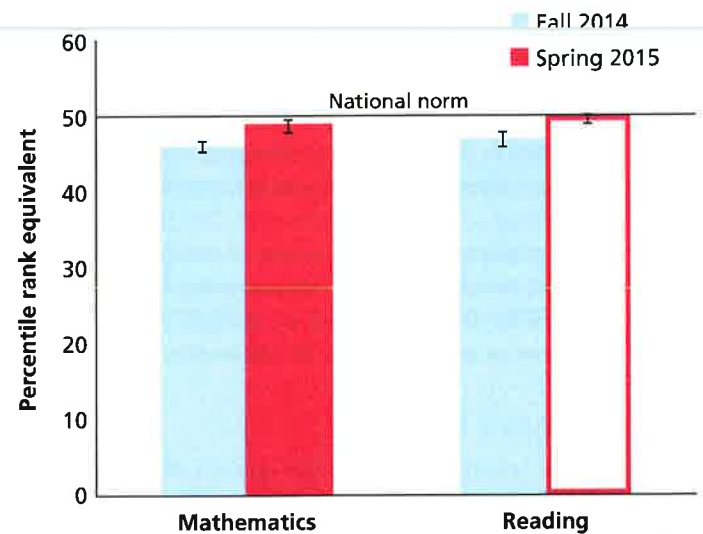
Note: Solid bars indicate statistically significant differences from national norms (p < 0.05) after adjustment for multiple hypothesis tests.

Results Over Time

Although our primary analysis focuses on a single year of academic growth over the 2014–15 academic year, there were 16 NGLC schools that had been in operation the prior year, 2013–14, and administered the MAP assessment in both academic years. To examine growth trajectories in those schools, we restricted the sample to students with test scores in fall and spring of both academic years, and examined their scores relative to national norms. The results are shown in Figure 17. In both mathematics and reading, cumulative growth over the two years is evident. Students started significantly below national norms, gained ground after one academic year, and gained further ground the second academic year, placing them above national norms (though not statistically significantly above) at the end of two years. The largest gains on average appeared to occur in the second year, suggesting that PL systems may require some experience before operating at their fullest potential.

Results by School

Figure 18 displays treatment effect estimates for each NGLC school for the 2014–15 academic year. In each subject, we included only schools for which we had data on at least 30 students (dropping one school in mathematics). Where the estimates were statistically significant, the bars are solid. K–8 schools are colored red, elementary schools purple, middle schools orange, and high schools blue. Superscripts next to the school number indicate a district-run school. Overall, a slight majority of schools were estimated to have positive effects, though they are not always significant. Middle schools have strong representation among the schools with significant positive estimates, and many of the district schools have negative estimates. Figure 19 displays treatment effect estimates for each NGLC school in operation for the two-year span of 2013–15, and with data from at least 30 students (dropping three schools in both mathematics and reading). In both mathematics and reading, about half of the schools have positive treatment estimates.
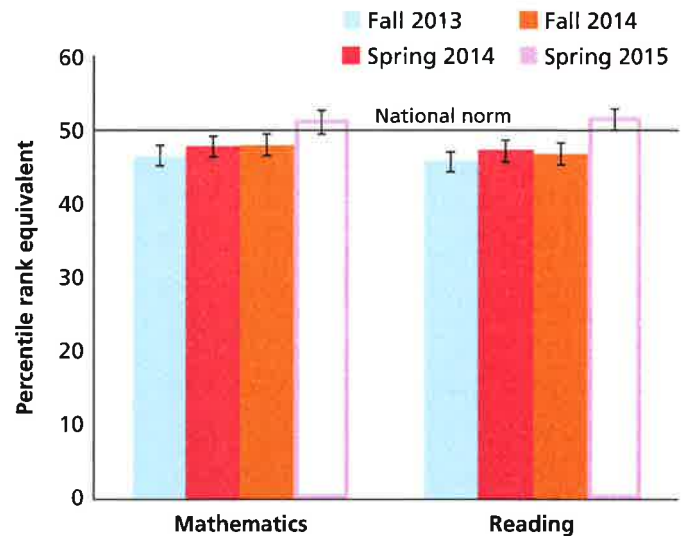
Effects for Subgroups

PL could have greater or lesser effects for various subgroups of students. In this section, we examine effects by starting achievement level, grade level, gender, and whether the school is a district-operated or a charter school. We lacked data to examine race/ethnicity or high-poverty subgroups.

Note: Solid bars indicate statistically significant differences from national norms (p < 0.05) after adjustment for multiple hypothesis tests.

## Effects for Groups at Different Starting Achievement Levels

First, we examine the distribution of students in the NGLC sample based on their scores at the beginning of the 2014–15 school year. We defined five levels (quintiles) based on national norms, such that an equal number of students nationally are in each group, with each higher quintile containing students with higher fall scores. If NGLC students started out similar to national norms for their grade level, we would expect each group to hold about 20 percent of the sample. However, as we saw in Figure 16, the NGLC sample as a whole was below national norms in fall 2014. Figure 20 shows that about one-quarter of the NGLC students were in the lowest-achieving group in both subjects.

As a way of examining achievement effects within each of these groups, we calculate the fraction of NGLC students who surpassed their VCGs in raw score growth. If the NGLC sample grew similarly to students nationally, we would expect about 50 percent of NGLC students to surpass their VCGs, and 50 percent not to, simply due to random fluctuations. Figure 21 shows that across the

FIGURE 18

Treatment effect estimates for the 2014–15 academic year, by school

2014–15 effect sizes by school
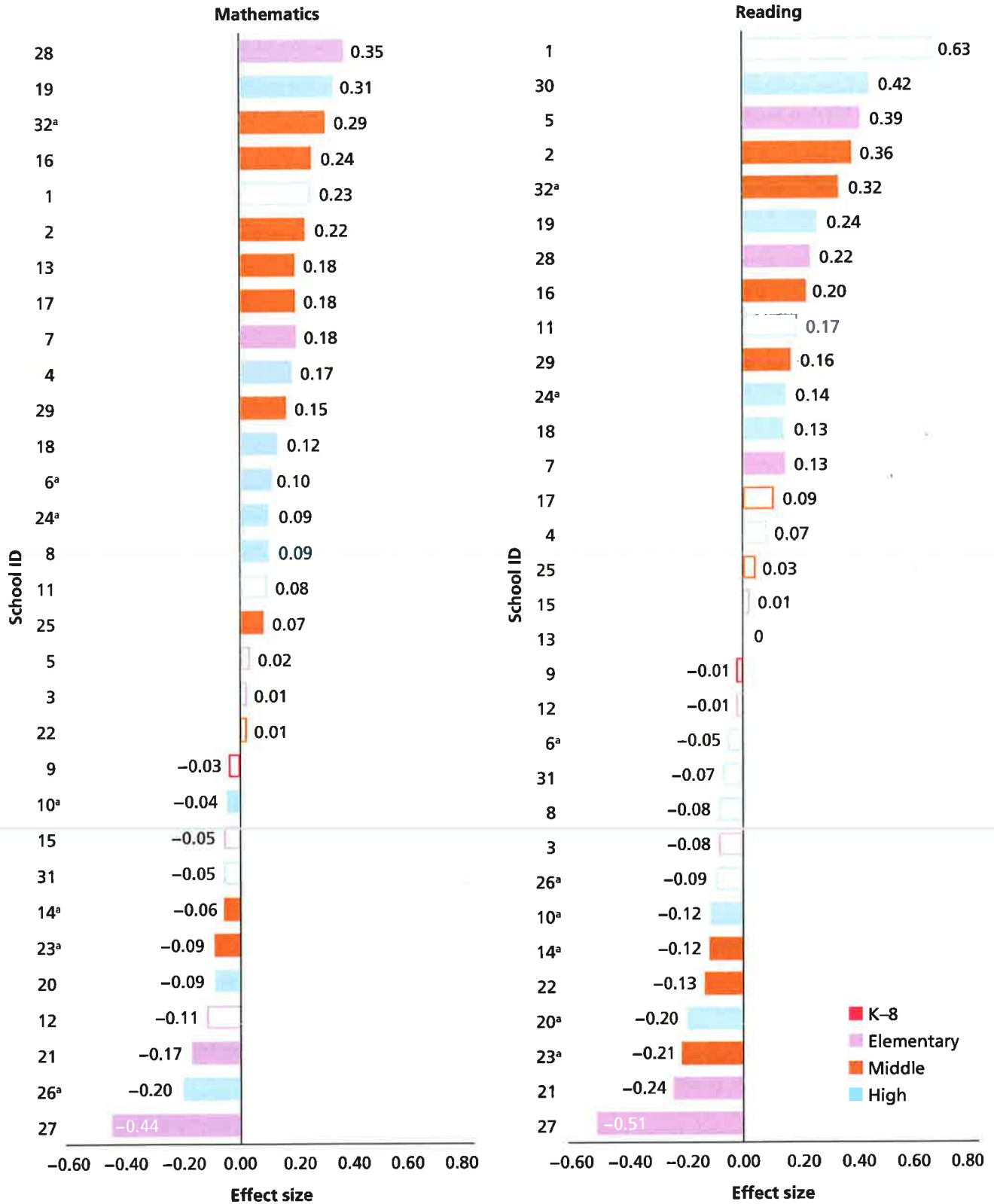
Note: Solid bars indicate significance at the $p < 0.05$ level after adjustment for multiple hypothesis tests.
[a] Indicates district schools.

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FIGURE
19

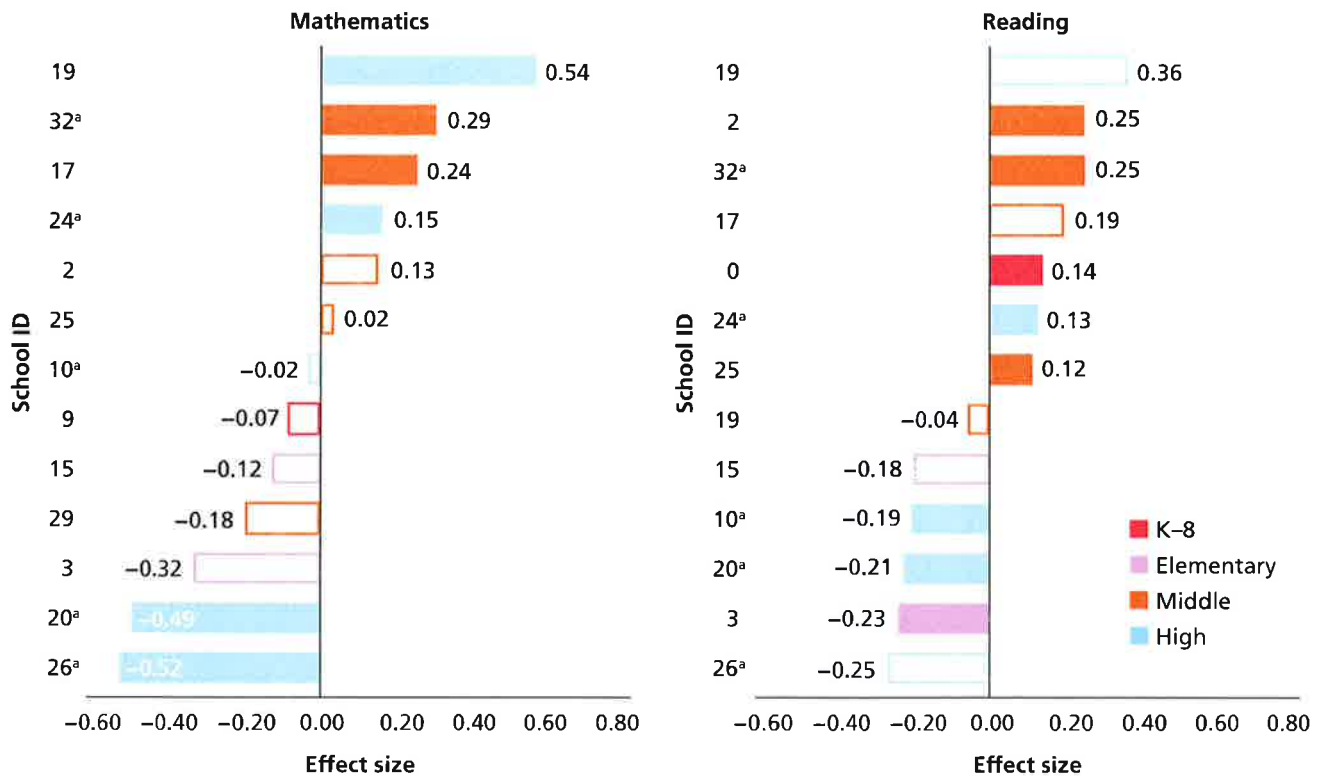**Treatment effect estimates for the 2013–15 two-year time span, by school**
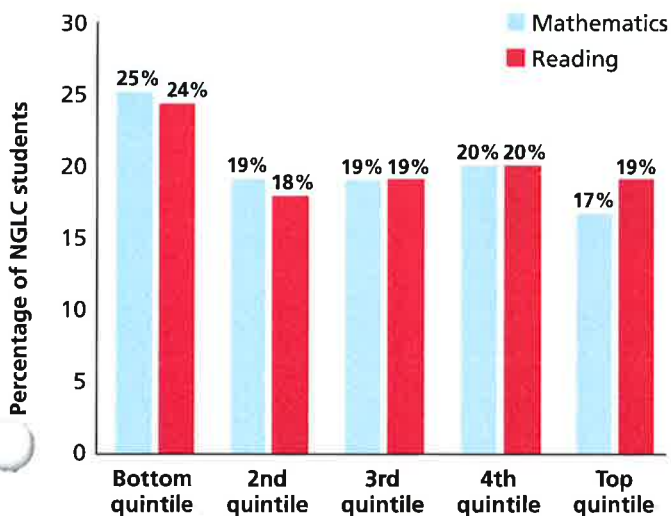
2013–2015 effect sizes by school

Note: Solid bars indicate significance at the $p < 0.05$ level after adjustment for multiple hypothesis tests.
[a] Indicates district schools.

FIGURE
20

Percentages of students in each quintile of starting achievement based on national norms

Fall 2014

achievement spectrum, more than half of NGLC students surpassed their comparison students. This suggests that PL is benefiting students of all ability levels. For the lowest four quintiles, approximately 60 percent of NGLC students surpassed their VCGs in both mathematics and reading; for the highest quintile, the percentages are in the mid-50s.

Effects by Grade Span

Figure 22 displays estimated treatment effects for three grade spans, K–5 (elementary), 6–8 (middle), and 9–12 (high). With the exception of elementary reading, the estimates are positive for both subjects, though only the middle school mathematics estimate is statistically significant. The largest estimates are for the middle school grades. These results contrast with those presented in Pane et al. (2015), where elementary schools performed the strongest, probably due to differences in the two samples.

FIGURE 21

Percentages of students surpassing their virtual comparison groups by quintiles of starting achievement

2014–15
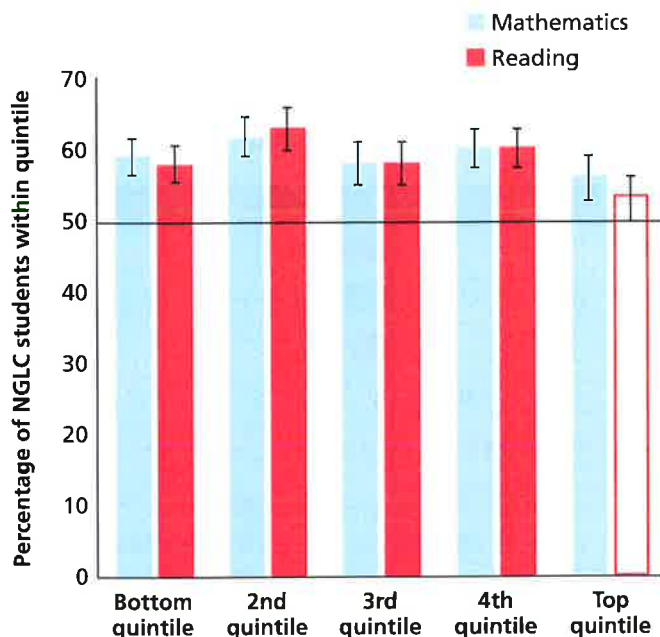
Note: Solid bars indicate statistically significant differences from national norms (p < 0.05) after adjustment for multiple hypothesis tests.

Effects by Gender

We did not find evidence of differing PL treatment effects by gender. As mentioned above, limitations of the data do not enable us to examine other demographic subgroups, such as race/ethnicity or socioeconomic status.

Effects in District-Operated and Charter Schools

Among the NGLC schools with achievement data, eight are operated by school districts and the remaining 24 are charter schools. The district schools are all high schools and middle schools, whereas the charter schools include schools of all levels. To review, Figure 18 showed that many, though not all, of the district schools had negative estimates of treatment effects, and Figure 22 showed that estimated treatment effects vary depending on the grade levels served by the schools.

The analysis here calculates the average treatment effects for district and charter schools separately. As shown in Figure 23, the charter schools performed similarly in both mathematics and reading, with estimated effects near 0.10 (only the mathematics estimate is significant). The district schools have smaller estimates—about half as large in mathematics and near zero in reading. Due
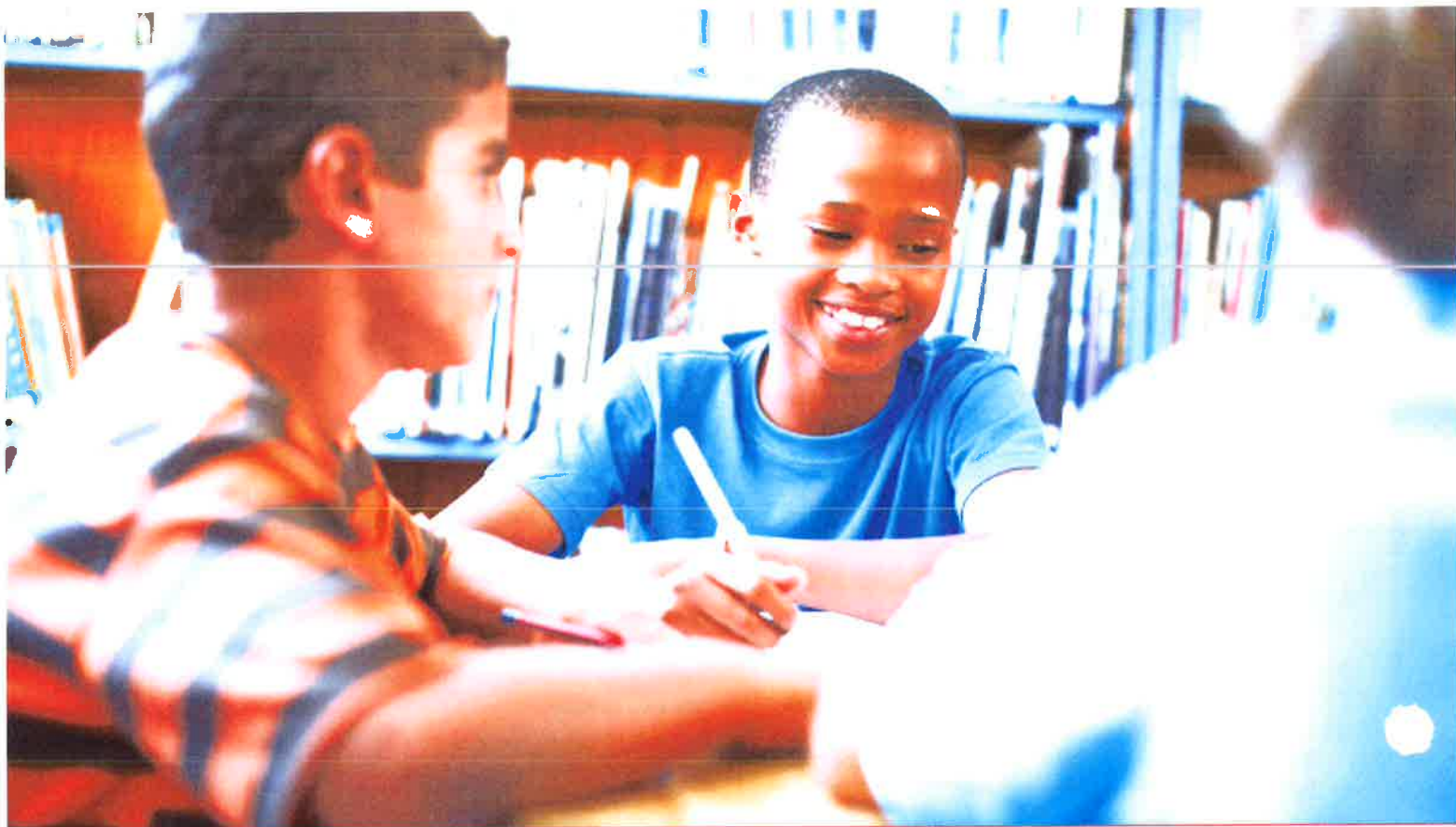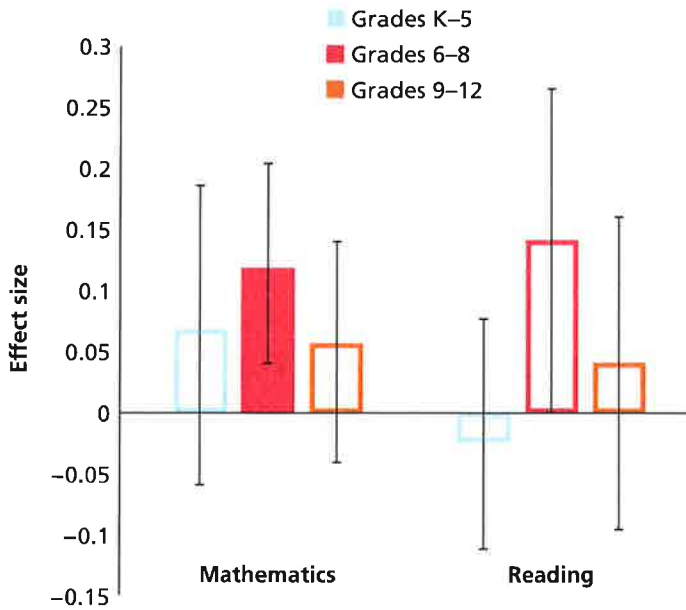
Estimated effects for elementary, middle, and high-school grade bands

2014–2015

Note: Solid bar indicates statistical significance (p < 0.05)
after adjustment for multiple hypothesis tests.

Estimated effects for district-operated and charter schools

2014–2015
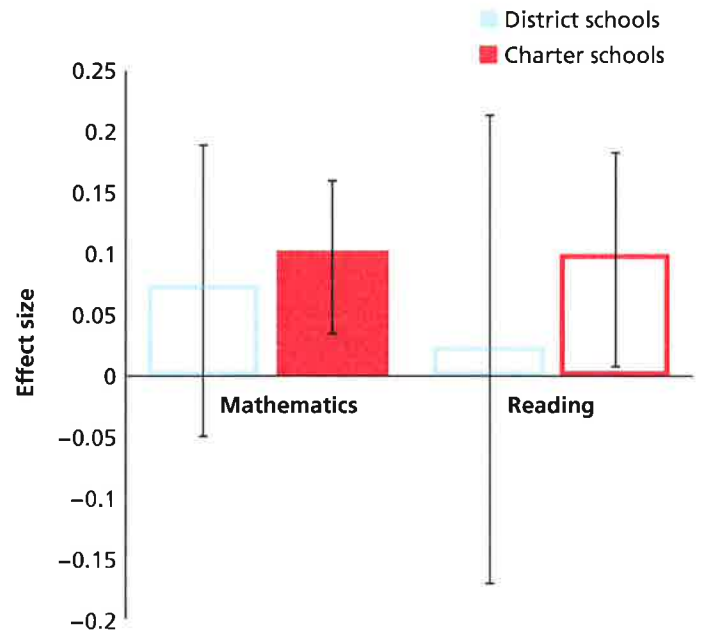
Note: Solid bar indicates statistical significance (p < 0.05) after
adjustment for multiple hypothesis tests.

to small samples, the district estimates are particularly imprecise. This imprecision, along with the differences in the grade levels served by the two groups, suggests that these trends in district versus charter schools should be treated as suggestive but not conclusive.

These Findings Withstand a Series of Rigorous Sensitivity Analyses

To help evaluate the robustness of the findings discussed in this chapter, we performed a variety of sensitivity tests. These included analyses based on national norms of growth, restricting the VCGs to come from the same school type (charter or district) as the corresponding NGLC school, and examining the effect of test duration on results. The rationale, methods, and results of these tests are discussed in Appendix B. After evaluating the results of these sensitivity tests, we concluded that they support the results presented here and the substantive conclusions we are able to draw.

Implications and Policy Recommendations

Review of Key Findings

NGLC teachers reported higher levels of implementation than teachers nationally on some aspects of PL.

NGLC schools looked more like the national sample on some more-difficult-to-implement aspects of PL.

Barriers to PL implementation included poor integration of data systems, tensions between competency-based practices and meeting grade-level standards, and the time needed to develop personalized lessons.

Students in NGLC schools experienced positive achievement effects in mathematics and reading, although the effects were only statistically significant in mathematics.

On average, students overcame gaps relative to national norms after two years in NGLC schools.

Students at all levels of achievement relative to grade-level norms appeared to benefit.

Results varied widely across schools and appeared strongest in the middle grades.

Implementation and effects of PL seemed higher in charter schools than in district schools in the sample.

Implications

Although advocates and reformers have developed PL models, many of the component practices are relatively common nationally, making it difficult to clearly identify what makes a school a PL school. At a theoretical level, PL is very different from the instructional approaches that have been typical in K–12 schooling in the United States. It puts a primary focus on identifying each individual student's strengths, needs, goals, and progress; uses those to provide appropriate and meaningful individualized instructional experiences with the necessary adult supports; removes constraints on what students work on, when, and for how long; and reallocates resources to best support these processes.

In this theoretical conception, schools that are high implementers of PL approaches would look very different from more-traditional schools. In practice, although there were some differences between the NGLC schools and the national sample, we found that schools in our study were implementing PL approaches to a varying degree, with none of the schools looking as radically different from traditional schools as theory might predict. This is due in part to the schools trying various combinations of strategies and features, rather than all of them; to the newness of the schools in our study (most of which had been in existence for less than three years); and to external constraints, such as state or district policies. Despite the lack of clear differences in the practices that teachers reported implementing in NGLC schools and the national sample, it is important to note that all of the NGLC schools had adopted structures and systems to support PL within three years, and all of them reported striving to emphasize personalization in their school designs and operations.

At the same time, many of the core practices of PL were also implemented to some extent in the national sample, which consisted of schools that do not clearly identify themselves as PL schools. These factors make it difficult to draw a clear line separating PL from non-PL

schools. And, although early evidence suggests that these PL approaches may be quite promising for improving achievement for a broad range of students, at this early stage in the development of the innovation it is not clear what PL practices or combination of practices have the greatest impact on students.

There is suggestive evidence that greater implementation of PL practices may be related to more-positive effects on achievement; however, this finding requires confirmation through further research. First, the NGLC sample shows both positive treatment effects and higher levels of implementation than schools in the national sample. Second, within the NGLC sample, there is a trend toward smaller estimated effects for district schools as compared with charters, and this is accompanied by lower levels of implementation of PL practices among district schools. Specifically, the reason students in the NGLC schools are outperforming students in the national comparison group may be because NGLC schools are implementing more PL strategies or implementing the strategies to a greater extent than schools nationally; and this may also explain why charter-school students tend to outperform district students within the NGLC sample. Third, we see increasing effects on student achievement with longer exposure to PL, as shown in Figure 17.

Although consistent with the data, this hypothesis is somewhat speculative and should be interpreted cautiously for several reasons. First, the number of district schools in the implementation sample was small—nine out of 40—and thus the differences we observe may not be broadly generalizable to schools implementing PL. Second, we have limited information about schools in the national comparison sample, such that differences in composition (such as the proportion of charters) could influence the NGLC–national comparisons. We also cannot rule out the possibility that students in the NGLC sample—and in charter schools in particular—are experiencing greater achievement gains for reasons that are not related to the implementation of PL strategies. It is also possible that PL may be more challenging to implement in district schools. We do not have any evidence that could confirm or elucidate this hypothesis, and it is possible that district schools could see the effects of PL if their practices were more consistent with those reported in charters. In addition, our observations about the extent of implementation of PL practices rely largely on surveys of teachers and students, where responses are self-reported. Not only do we have no objective way to confirm their perceptions, but the problem of reference bias (West et al., 2016) could make comparisons among

responses difficult to interpret. Finally, we do not have any information about the extent to which schools in the achievement comparison group were implementing PL strategies.

In light of these limitations, this apparent relationship between the extent of PL implementation and student outcomes should be interpreted cautiously. The question of why district schools in the NGLC sample did not seem to be implementing PL approaches to the same extent as charter schools, however, is an important one that merits further investigation.

The positive student outcome effects found in this study may not occur quickly or in all contexts. As policymakers, practitioners, and funders think about how they could use the results of this research to enhance, expand, and support implementation of PL, it is important to keep in mind that the positive student outcome effects found in this study may not occur quickly or in all contexts. The earlier report from this study (Pane et al., 2015), which found statistically significant positive effects for PL schools in mathematics and reading, focused on a sample of 62 schools, many of which were experienced implementers of PL and part of large, well established charter networks. This report focuses on a smaller sample of schools that were newer (most had been open for less than three years) and, although mostly charters, were generally starting new networks or were part of smaller networks. While the effects reported here are generally positive, they are smaller, overall, than those in the earlier report. Furthermore, the effects are smaller for district schools than for charter schools in both reports. Taken together with the implementation data presented here, it is possible that implementing PL in new schools and in district schools may be more challenging than in other contexts. Therefore, as PL strategies become more widely used and studied, it is possible that not all schools will see gains as large as those in the current sample or the sample examined in Pane et al. (2015).

Policy Recommendations

In this study, we found that schools were implementing PL approaches to varying degrees, although all were attempting to implement PL strategies to some degree. This could be because schools chose to implement some PL strategies but not others, or because the schools in this sample, which are predominantly new schools, planned to implement more PL strategies as their schools grew to full capacity. It could also be because there are barriers at the local or state levels that cause variation in the ability to fully implement PL strategies.

Yet the results of this study suggest that PL has positive effects, and there is a lot of momentum in the field to spread it. Given the results of this study, and those described in Pane et al. (2015), we offer the following recommendations for policymakers, implementers, and funders of PL that could help to support broader implementation of PL and enhance our understanding of how to implement it effectively.

For State and District Policymakers

Incorporate flexibility into policies related to course progressions. Some PL strategies involve allowing students to complete specific standards or sections of a course as one way of helping them catch up to grade level, and others rely on allowing students to progress to new content as they demonstrate competency. NGLC teachers and school leaders described using such practices but also requiring students to get through a certain amount of material. In addition, NGLC principals reported that they were not yet able to award credit for mastery of specific standards or sections of a course in a way that would prevent students from having to repeat that material if they transferred to other schools. State or district policies that mandate courses be completed in their entirety, in a specific order, or at a certain grade level can inhibit full implementation of such strategies. Taking a more flexible approach could also include revising policies to allow inclusion of multidisciplinary courses or projects, or revising or eliminating seat-time policies. Such policies, while remaining flexible, should ensure that all students are exposed to rigorous, high-level content and should be monitored to ensure equitable outcomes.

Allow school staff to have some autonomy to design school schedules that support PL. Flexibility to design a schedule that supports the school model and vision of PL, and modify it as needed over the course of the year, can be a key component of successful PL implementation. While some safeguards should be in place to ensure adequate coverage of content in compliance with state standards, this flexibility might entail allowing schools to implement a longer school day or year, customize the length or number of class periods, or develop multidisciplinary classes or project-based classes. District policies that require uniform school schedules could inhibit this flexibility. District leaders and other stakeholders might seek ways to enable flexibility in schools that are willing to innovate.

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Enable schools to hire staffs that are the best fit for the school. As we described in Pane et al. (2015), NGLC administrators reported that a key challenge was hiring and retaining teaching staff with both the right level of skills and experience and who were a good fit for the school model. Although it is not yet clear which qualifications are most important to consider when staffing PL schools, having the flexibility to hire staff that support the school model and fostering working conditions that support retention both seem important. Policymakers could consider revising teacher placement or hiring provisions, revising policies to support hiring staff in nontraditional roles, and allowing schools flexibility in some work rules, within legal and contractual limits, to enhance teacher retention.

Ensure that accountability policies value growth and other metrics of student success. As we reported in Pane et al. (2015), several of the NGLC schools reported policy challenges related to implementing competency-based approaches. One example was state tests focused on grade-level standards, which might not be sensitive to learning content above or below grade level, and which could have accountability consequences for teachers or schools. Policymakers should consider refining their systems to use assessments that can accurately measure growth in learning and to use growth-related metrics for accountability. States could take advantage of the flexibility offered by the accountability provisions of the *Every Student Succeeds Act* (ESSA), which allow for the inclusion of statewide academic indicators that measure growth rather than relying exclusively on proficiency. ESSA also permits states to adopt an additional indicator of "school quality or success," which could include measures that might capture useful information about schools adopting PL, such as access to advanced course content or postsecondary readiness. These indicators could provide a broader and more-balanced set of information with which to gauge the performance of schools implementing PL models.

Revise grading policies to incorporate competency-based approaches, and clearly communicate these approaches to students, families, employers, and postsecondary education institutions. Competency-based learning strategies often require nontraditional approaches to grading student work or judging student readiness to progress through content and may need to include ways to assess learning using multidisciplinary coursework or projects. Innovative schools should have the flexibility to develop nontraditional grading systems that support the school model, and policymakers could consider limiting the need to convert grades back to a traditional letter grade for reporting purposes. At the same time, nontraditional grading systems can be challenging to understand, so policymakers could work to ensure that the school has the necessary resources to clearly communicate their grading system to internal and external audiences.

Look to early adopters of PL for examples of large-scale policy change. Policymakers at the state level interested in exploring some of these recommendations could look to states such as Vermont, New Hampshire, and Kentucky, all of which are working to revise state policies to support PL at the local level and implement PL strategies statewide. District-level policymakers could look to districts such as Fulton County, GA, Piedmont, AL, and Horry County, SC, which are working to implement PL strategies districtwide. Policymakers at all levels could also look to charter management organizations such as Rocketship and Summit, which aim to incorporate PL approaches in their schools.

For Implementers at the District and School Levels

Provide teachers with the resources and time to pilot new instructional approaches and gather evidence of how well they work. As we argue elsewhere in this report, it is not yet clear which PL strategies and practices are most likely to positively affect student outcomes. Therefore, it is important to ensure that teachers and school leaders have the flexibility, time, and resources (e.g., funding, support staff, access to experts) to experiment with new instructional approaches, develop a systematic process for collecting and analyzing evidence of their effectiveness, and make changes as needed.

Provide teachers with time and resources to collaborate on developing curriculum and on reviewing and scoring student work. If the school staff prefer to develop their own curriculum materials, it is important to ensure that teachers have the flexibility, time, and resources to collaborate on curriculum development and score student work in ways that are minimally intrusive on their teaching duties. Time to collaborate on scoring student work is particularly important in schools that use mastery-based grading systems, where the system's norms and parameters may still be in development.

Identify a school staff member (or two) who is comfortable with technology and has curriculum expertise to serve as a just-in-time resource for teachers. Some technology resources have the potential

to enable key PL strategies, but integrating technology into instruction can often be challenging for teachers. It is therefore important that schools identify one or two staff members who have the ability to support teachers in troubleshooting technology issues as they arise, creating technology-integrated lessons and projects, accessing and interpreting data from technology-based curriculum materials, and developing classroom management plans to include technology.

Provide resources and support for school staff to help them choose the most-appropriate digital or nondigital curriculum materials. Many NGLC schools reported that finding standalone technology-based curriculum programs of high quality that were well suited for the school context was challenging. As a result, many schools tended to rely on multiple technology-based programs and teacher-developed materials, a situation that can make developing lesson plans time-consuming for teachers. In addition, the lack of curricula designed to meet the needs of students performing at different levels can hinder teachers' efforts to personalize instruction. Ensuring that school staffs have the necessary resources (e.g., time, funding, extra staff) and support (e.g., access to curriculum experts or other means of vetting, adapting, or combining materials) could help ease the burden of curriculum development for teachers, allowing them to focus more time on instruction.

Provide resources and support for school staff to integrate multiple data systems. Although technology is a key enabler of PL, another barrier to widespread, effective PL implementation is that some technologies have not yet developed to the point where they support PL by making some aspects of teaching more efficient. For example, many school data systems in use in PL schools do not yet integrate achievement and nonachievement data, shifting the burden of integrating and interpreting those data onto teachers. Providing

resources or support could help ease the burden of data entry and integration for teachers, allowing them to focus more time on instruction.

For Funders

Direct funding to technology developers who will work with teachers and curriculum experts to design technology-based curriculum materials and data systems that will support PL practices. For example, such efforts could include curriculum programs that incorporate multiple paths through content and include high-quality assessments of competency. Ideally, such materials and systems would be adaptable to students at a variety of learning levels and integrated with student information systems to provide a complete picture of each student's goals and progress.

Allocate funding for research that includes stronger experimental designs and that systematically tests specific PL strategies. As funders continue to invest in PL, and administrators continue to adopt the strategy in states, districts, or other groups of schools, intentional program design can enable more-rigorous evaluation methods than were available for the current study. In particular, implementing a well-defined PL model in a sample of schools, with half of the sample randomly assigned to begin immediately, and the other half serving as a control group for a set period of time, can enable rigorous causal estimates of PL effects. Such a design can rule out concerns of selection bias—that factors other than PL are responsible for the effects measured in PL schools. Moreover, a clearly defined model of implementation for PL schools can help to clarify uncertainties about how, and to what extent, PL differs from more-traditional practice, and, if results are positive, enable clear specification of a model for replication and scale-up.

Acknowledgments

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APPENDIX A. Implementation Analysis Methods and Limitations

To explore what PL looks like, we drew on interviews with teachers and administrators, focus groups with students, and classroom observations conducted during in-person site visits to nine NGLC schools to present brief vignettes that highlight exemplar implementation of the four key PL strategies.

To explore how PL practice in NGLC schools differs from practice nationally, we compared teacher and student survey responses from the NGLC schools with those from surveys with nearly identical questions administered to national samples of teachers and students.[1] To facilitate this comparison, we first weighted the national survey results to more closely reflect the NGLC sample in terms of geographic locale (e.g., urban), grade level, subject taught (by teachers), and gender (of students). We lacked the necessary data to include family income in the student survey weighting process, and the national sample appears to be somewhat more affluent than the NGLC sample. Moreover, the NGLC surveys were conducted in the spring, and the national surveys were conducted in the summer; responses may have been affected by differences in how clearly respondents could remember details about the practices and experiences we inquired about. We also present additional evidence of PL implementation from the NGLC administrator interviews, site-visit interviews, and teacher logs.

We observed a trend toward larger PL treatment effects in charter schools than in district schools. We therefore examined our implementation data separately for charter and district schools, where feasible, to explore questions such as whether levels of implementation differed in these two contexts or whether factors that hindered or facilitated implementation differed.

Throughout this report, we used a holistic approach when deciding what information to present. We focused on presenting meaningful evidence of differences (or similarities) between implementation of PL and more-traditional practice. Where we were able to perform tests of statistical significance we used those results to guide our decisions about what material to present.

In some cases, we describe differences that were not statistically significant but that were large in magnitude and qualitatively meaningful in that they shed some light on substantive questions about implementation. Student and teacher survey results can be found in the online addendum to this report.

When interpreting the implementation data, it is important to keep in mind the limitations of the data sources, which rely on the self-reports of stakeholders who voluntarily participated. We had no independent means of verifying the accuracy of their responses. Where response rates were lower, particularly for the teacher survey and logs in some schools, responses may not accurately represent the perceptions of the whole stakeholder group, limiting generalizability. Survey responses likely vary across several factors, such as grade-level configuration (e.g., elementary versus secondary schools), but we avoided breaking down the data by these features because of the small numbers of respondents in some categories. Additionally, the self-reported nature of the surveys may limit their ability to accurately measure differences across schools. As just one example, West and colleagues (2016) have documented a phenomenon known as *reference bias*, where responses can be influenced by the respondent's frame of reference or social context. To illustrate, a student might answer a question about being "given opportunities to demonstrate my strengths and weaknesses," with the response option "mostly true." The actual amount of such opportunities necessary to meet the threshold of "mostly true" can vary from student to student, influenced by their own experiences as well as the norms of the school or the attitudes of their peers. Thus, two respondents who responded "mostly true" might actually be experiencing different levels of these opportunities. This can reduce the validity of comparisons of responses between groups (such as students in NGLC schools versus a national sample, or teacher versus student reports of a PL implementation feature).

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[1] The national survey was administered by Grunwald Associates. The items were identical to those administered in the NGLC schools except for tense; the NGLC items were in present tense because the survey was administered in the spring, whereas the national survey items were in past tense, referring to the previous school year, to reflect the fact that students and teachers completed it during the summer.

Informing Progress
Insights on Personalized Learning Implementation and Effects

Although we weighted the national student and teacher surveys to make the respondent profiles more similar to the PL samples, data limitations prevented us from doing so with respect to family income, limiting the comparability of the student survey samples. We opted not to include years of teaching experience when weighting the teacher survey to allow for the possibility that hiring less-experienced teachers was something some NGLC schools did intentionally (in other words, reliance on newer teachers might be considered part of the NGLC approach to operating schools, rather than an extraneous factor that we would want to control for). We observed differences in the mean years of teaching experience in each sample (3.9 years of experience for teachers in the national sample; 2.7 years for teachers in the NGLC sample) and this difference could affect responses in ways that are not related to the implementation of PL practices. We also have no information about the extent to which the schools in the national sample were implementing PL strategies, and therefore comparisons between the national sample and the PL sample should be interpreted with these limitations in mind.

The small number of district schools in the implementation sample (nine) limits our ability to make reliable comparisons between the district and charter schools in the NGLC sample. Moreover, the teacher workforce appears to differ between district and charter schools, which could affect responses through reasons other than the implementation of PL practices. Overall, charter teachers were less experienced than district teachers: 22 percent of charter teachers reported having one year of experience or less, compared with 5 percent of district teachers. Charter teachers were also more likely to have received their certification through a nontraditional program (27 percent, compared with 14 percent of district teachers). For those reasons, district–charter comparison results should be interpreted with caution.

Site Visits

We conducted one-day site visits at nine schools in spring 2015. The visits included a one-hour interview with the principal, 45-minute individual interviews with three instructional staff, a one-hour focus group with six to eight instructional staff, a one-hour focus group with six to eight students, and 10- to 15-minute observations of at least two classrooms, one mathematics and one English language arts (ELA). The purpose of the site visits was to gather in-depth information about implementation of the school model and instructional practices and to solicit student perspectives.

Site visit schools were selected based on fall 2014 administrator interviews and documentation. We purposefully selected schools that varied on several dimensions: the extent to which the school was implementing competency-based progression, extent to which the school was implementing technology-based PL, grade configuration, and organizational structure (e.g., a school that was part of a charter management organization versus one administered by a traditional district). Teachers were randomly selected for the interviews and focus groups so that there was some variation across grade level taught, subject taught, and years of teaching experience. Students were selected for the focus group by a school administrator so that the group would include students with a mix of ages and learning levels, as well as students from both genders.

Administrator Interviews

We interviewed an administrator by telephone at each school, district, or charter management organization in the fall of the 2014–15 school year. We conducted a second set of telephone interviews in the spring with an administrator at the school level, usually the principal or assistant principal. At site-visit schools, the spring administrator interviews were conducted in person. The interviews helped gather other information about instructional practices, including what types of technology the school was implementing, whether the school used standards-based grading, and whether there were opportunities for learning outside of school. The interviews lasted one hour.

Teacher Logs

Teachers of mathematics and ELA were asked to complete logs, which were brief, online surveys that included questions about daily instructional practice and the factors that influenced their teaching on a particular day. We administered the logs over two 10-day periods in 2014–15, once in the fall and once in the spring, for a total of 20 logs per teacher. In the fall, the logs were distributed to a sample of 331 teachers, and 228 teachers completed at least one log in which they indicated that they had provided instruction that day, for a response rate of 69 percent. In the spring, the logs were distributed to a sample of 330 teachers, and 189 teachers completed at least one log in which they indicated that they provided instruction that day, for a response rate of 57 percent.

The number of logs completed varied by teacher; missing logs were due either to a response of "I did not provide instruction today" or to noncompletion. Each day, teachers answered a series of questions while focusing on their interactions with one student during the first 45 minutes of mathematics or ELA instruction. Teachers were asked to focus on a different student for each day that they completed the log. The rationale for asking teachers to focus on a single student rather than the entire class is that the instruction offered, and the nature of the student-teacher interactions, can vary across students. This variability is particularly likely to occur in PL environments.

Teacher Surveys

Teachers of mathematics and ELA were also asked to provide their perceptions about various aspects of the models, including professional training and support, access to resources, the quality of instructional and curricular materials, use of different models of classroom instruction, use of technology in the classroom, use of data to assess student progress, and obstacles to implementation. The survey was distributed to a sample of 330 teachers and the response rate was 74 percent. The teacher surveys were administered online in spring 2015. Although most of the survey items were developed specifically for this study, a few were adapted from other RAND surveys or from surveys developed by the University of Chicago Consortium on Chicago School Research (CCSR).

Student Surveys

Students were asked to describe their study habits, attitudes toward learning, perceptions about their school, level of access to technology, and other topics. The student surveys were administered online in the fall and spring of the 2014–15 school year to students in 36 schools with enrolled students who met the age criteria: grades 6 and above or age 11 and older if the school did not use traditional grade levels. The fall survey focused on study habits and attitudes toward learning; the spring survey supplemented these with the remaining topics. Student responses to items that appeared on both surveys were similar, so this report focuses on the

spring results that cover a broader range of topics. We distributed the fall survey to 9,294 students and the spring survey to 9,058 students. Response rates were 71 percent and 69 percent, respectively.

As with the teacher surveys, we developed many of the items specifically for this study, but the surveys also included original or modified versions of items from the CCSR surveys; the High School Survey of Student Engagement, developed by the Center for Evaluation and Education Policy at Indiana University; and the Tripod survey, developed by Harvard University's Ronald Ferguson, to measure student opinions of teacher quality.

National Surveys

To provide comparative data for our teacher and student surveys, the Bill & Melinda Gates Foundation engaged Grunwald Associates to administer the surveys to a national sample. Those surveys were administered during the summer after the 2014–15 school year. The questions on the survey were nearly identical to those on our surveys, although the language was adapted to refer in the past tense to the 2014–15 school year.

Analysis of Interview and Focus-Group Data

The analysis of the interview and focus-group data proceeded in several steps. First, interview notes were compared to the audio recording and cleaned to serve as a near-transcript of the conversation. The cleaned interview notes were then loaded into the qualitative analysis software package NVivo 10 and auto-coded by interview question (so that responses to specific interview questions were easily accessible) as well as coded using a thematic codebook developed by the evaluation team. Once the thematic coding was complete, we conducted a second round of coding, analyzing the data according to questions of interest (e.g., to what extent are schools implementing competency-based progression?). In this stage, we used an inductive coding process (i.e., codes were derived from the data rather than a structured codebook) to develop responses to the questions of interest.

APPENDIX B. Achievement Analysis Methods and Limitations

This study is designed to use the most rigorous method that can be applied to the situation. In particular, given the portfolio of NGLC schools, it was not possible to create randomly assigned treatment and control groups; nor did we have access to data from neighboring schools that might have matched the NGLC schools. Moreover, as new schools, they lacked a history of data from before they began implementing PL, which would have enabled other analytic methods for determining achievement effects. With these limitations, we determined that a matched comparison group design is the best available quasi-experimental method for estimating the effect of NGLC schools on student outcomes. If the NGLC students can be matched to comparison students who are equivalent at baseline, this method can produce unbiased estimates of the NGLC effect.

To create the matched comparison group, NWEA drew on its large national database of testing data to identify VCGs—comparison groups of students who had starting performance similar to the PL students and who were attending schools serving similar populations. Details about the matching method and the statistical models we used to estimate results are described below. This process enables us to make "apples-to-apples" comparisons of learning growth between the students in the PL schools and a similar population of students attending other schools.

Limitations of Achievement Analysis

However, there are limitations to this method. Although, as detailed below, we find that the observable characteristics of the comparison students are well matched to those of NGLC students in the study, the comparison students could possess other unidentified or unobserved differences from the NGLC students. Those differences could confound efforts to measure the impact of PL. For example, parents of NGLC students might have greater interest in nontraditional schooling environments and this could be related to how well their children do, independently of the NGLC schools' PL treatment. Differences like this are a type of selection bias that could affect estimates of treatment effects, in either a positive or a negative direction. The VCG approach also assumes that the students in the comparison group are attending more-traditional schools that are not using PL practices, but there is no way to verify this assumption. If this assumption is not true—if any of the comparison schools were indeed using PL practices—estimates comparing NGLC students to VCG students could underestimate the

magnitude of the effect. Because of these limitations, achievement results should be interpreted with some caution.

While the basic empirical strategy remains the same between this report and Pane et al. (2015), there were some refinements that arose from obtaining an updated and richer data set from NWEA. The first change related to the matching algorithm performed by NWEA, and other changes were to the analytic methods described below.

Matching Method for Virtual Comparison Group

Previously, when searching for matches to create VCGs for students in one PL school, NWEA would require all matches to come from schools outside the same governing organization (generally speaking, a school district or charter management organization). This restriction prevented contamination of the control group with other PL students in the same governing organization, but conceptually could enable PL students from one governing organization in the study to be included in the VCG for a different governing organization. At our request, NWEA updated their VCG-matching algorithms to exclude students from any governing organization in the study. As such, the updated matching algorithm was as follows: For each NGLC student, NWEA created a VCG of up to 51 students from its database. Separate comparison groups were created for the mathematics and reading tests and for each time span examined. The analysis uses fall scores as pretests and spring scores as posttests (from the same academic year for one-year analyses, and from

the following academic year for two-year analyses). The following student and school-matching criteria were applied to create the VCG.[1]

- Students have valid scores for the pretest and the posttest.
- Students are not in any of the governance organizations containing schools in the PL sample.
- Schools have the same locale classification (e.g., urban, suburban, rural, etc., according to the National Center for Educational Statistics Public School Universe Survey).
- Students are the same gender and in the same grade as the treatment-group students to whom they are matched.

- Schools differ by no more than 15 percentage points on the portion of students participating in the FRL program.
- Students scored similarly on the pretest MAP assessment. Preference is given for students with the same pretest score, but this can be expanded to within five points on NWEA's RIT scale if necessary to find matches.[2]
- Number of days elapsed between the pretest and posttest testing differs by no more than 18 days.

Refinements to the Statistical Estimation Strategy

NWEA also provided unique identifiers for each VCG student so that we could observe cases where the same VCG student was selected to match more than one PL student and we could account for this duplication in our analysis. To do so, we now use a type of Coarsened Exact Matching (CEM) estimator (Iacus et al., 2012). CEM allows us to analyze a data set with one record per student test event, instead of multiple records for VCG students matched to more than one treated student. It also more closely reflects and capitalizes on the matching algorithm enacted by NWEA.

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[1] NWEA first identified all student records that met these criteria, and, if there were more than 51, took a random sample of 51 of those records.

[2] NWEA's RIT (Rasch Unit) scale is a stable equal-interval vertical scale designed to allow items of different difficulty levels to be placed on a common scale. A student's RIT score indicates the level of question difficulty a given student is capable of answering correctly about 50 percent of the time.

The basic intuition of the CEM approach is that treated students are matched with control students based on similarities in observables across several dimensions together, instead of collapsing the matching space into a univariate distance metric, as is done with propensity score matching. This method is robust even if a control student is used as a match for multiple treatment students: only the closeness of the match is relevant. The process creates weights that reflect how often control students are repeated and the size of each treated student's comparison group.

Specifically, treated students all receive a weight of 1, while control students are given a weight equal to the sum of the inverse of the size of their VCG group for each time they are in a treated student's VCG. Equation 1 shows the definition of these weights.

$$
w_i = \begin{cases} 1 & \text{if } T_i = 1 \\ \displaystyle\sum_{\{j \mid i \,\in\, VCG_j\}} \frac{1}{|VCG_j|} & \text{if } T_i = 0 \end{cases}
$$

where i indexes students, j indexes each VCG group student i appears in, and $|VCG_j|$ is the number of VCG students in that group; T_i is a treatment indicator equal to one for PL students and zero for VCG students; and w_i is the weight for student i. For example, consider a control student who appears in two treated students' VCG groups. The first VCG group she appears in has 50 control students, and the second VCG group she is in has 48 control students. The weight for this control student would be $\frac{1}{50} + \frac{1}{48} \approx 0.0408$.

After calculating these weights, the data set is reduced to having one observation per student test score, instead of retaining multiple records, as was done with the within-estimator used in Pane et al. (2015). The weights are then applied in a weighted linear regression, as described below. The CEM estimator used here departs slightly from that of Iacus et al. (2012), in that matching cells are created around each treated student instead of across all of the data points, and thus may overlap across treated students; however, the general intuition of the approaches is the same.

The dependent variable in the weighted regression is the gain from pretest to posttest in the MAP assessment-scale score. We standardized test scores using mean and standard deviations of the pretest scores by grade, so that the pretest scores have a mean of zero and a

standard deviation of one within each grade level, and posttest scores reflect the standardized growth. Because of small samples and volatility of scores in the highest grades, we classified grades 11 and 12 into a single "late high school" group for the grade-level indicators. We then divided the standardized growth by the number of days elapsed between pretest and posttest, to account for variation in the time elapsed, to obtain a standardized measure of growth in achievement per day. We regressed the standardized growth in achievement per day on treatment status and the following covariates: an indicator of whether the school is district-operated, the school-level percentage of students eligible for FRL, and student-level indicators of grade level and gender. We then scaled the treatment effect back up to a year by multiplying the coefficient on treatment by the average number of elapsed days for the sample (across both treatment and VCG). None of the exactly matched covariates are included in the regression, but are implicitly controlled for.

In a second change to the analysis, we now use a clustering algorithm and degrees of freedom estimators that are more robust when there are small numbers of clusters (Pustejovsky and Tipton, 2016). We cluster at the district level and we use both the treatment and VCG clusters instead of clustering on treated schools, as was done previously.

Finally, we updated our analysis to make use of more up-to-date norms published in Thum and Hauser (2015).

Number of Schools and Students in Achievement Analysis Samples

Table B.1 displays the number of schools and students entering into the overall analysis of mathematics and reading for the 32 NGLC schools in the 2014–15 analysis, and the 16 NGLC schools in the 2013–15 analysis. Students had to remain in one of the NGLC schools in our sample to be included in the analysis. The table indicates the students' grade level at the start of the relevant time span.

Table B.2 displays the number of schools and students entering into the comparison of charter-operated and district-operated NGLC schools for the 2014–15 academic year. In this analysis there were 24 charter schools covering all grade spans, and eight district schools covering the middle and high-school grades.

Table B.1. Number of schools and students in aggregate analyses

		Group	Number of Schools	Number of Students by Grade at Start of Time Span												
				K	1	2	3	4	5	6	7	8	9	10	11	12
2014–15	Reading	NGLC	32	253	251	159	160	89	259	1,133	955	529	1,149	454	82	1
		VCG	5,040	5,807	6,724	5,341	5,797	3,062	4,918	32,082	22,634	15,415	23,402	12,503	1,643	51
	Math	NGLC	32	250	255	153	158	84	258	1,235	928	528	1,159	410	77	44
		VCG	4,837	5,122	6,995	5,264	5,682	2,876	4,467	31,187	23,324	15,058	24,515	11,754	1,893	1,496
2013–15	Reading	NGLC	16	78	52	56	76	55	100	554	309	69	394	65	1	
		VCG	2,723	1,443	1,919	1,986	2,913	2,219	3,488	11,982	7,004	1,055	9,753	1,040	51	
	Math	NGLC	16	91	43	52	70	52	102	555	304	111	395	66	36	
		VCG	2,745	2,304	1,843	1,634	2,680	1,802	3,217	11,268	6,859	1,376	9,822	1,593	1,172	

Table B.2. Number of NGLC schools and students in the 2014–15 charter-district analysis

	Group	Number of Schools	Number of Students by Grade												
			K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	Charter	24	253	251	159	160	89	259	886	612	232	621	85	75	
	District	8							247	343	297	528	369	7	1
Math	Charter	24	250	255	153	158	84	258	873	603	235	565	86	68	38
	District	8							362	325	293	594	324	9	6

Assessment of Balance Between the Treatment Group and the VCG

The VCG is intended to be very similar to the study group in terms of students' observable characteristics prior to treatment. This is true by construction for the criteria that were matched exactly (namely, the grade level of the student and the urbanicity of their school). For the approximate matching criteria, we examined whether the groups appear to be the same. Table B.3 shows balance on variables that were approximately matched. We present both the unweighted VCG means (after restricting the sample to retain only one observation per VCG student, per subject, per year) and the weighted VCG means, wherein we weight the means using the CEM weights described above. We also present the standardized difference, calculated by dividing the difference by the standard deviation of the variable for the pooled sample (treatment and VCG). We find standardized differences that are always smaller than 0.25 in the unweighted comparison, and particularly close for baseline scores. Restricting the sample to one observation per VCG student caused some of this minor imbalance relative to the data initially received from NWEA. The standardized differences are even smaller after weighting, reflecting the role that the weights play in helping to restore balance.

Sensitivity Analyses

To help evaluate the robustness of the main findings discussed above, we performed a variety of sensitivity analyses. The extent to which these alternative analyses produced similar or different estimates than our main analyses could help validate the treatment estimates or place likely bounds on true treatment effects.

Analyses Based on Conditional Growth Norms

First, we used an alternative method for estimating treatment effects using conditional expected growth estimates based on norms (CGN) calculated by NWEA. CGN uses students' starting scores and elapsed time to predict a typical posttest score based on normative data from a national sample (for more on the CGN methodology, see Thum and Hauser, 2015, p. 38). The CGN method does not consider other factors that are part of the VCG matching, such as student gender, schoolwide measures of poverty (e.g., FRL), and geographic locale. For each relevant subgroup (school, grade span, or overall), we estimated the average difference between the treated students' realized growth and their CGNs, under the assumption that national norms generally represent typical growth in schools that are not NGLC schools.

Restriction to the Same School Type

In a second sensitivity analysis, we set additional constraints for the VCG matching. Many of the NGLC schools are charter schools, which may tend to enroll a select group of students. As one example, families make an affirmative decision to enroll their children. Family involvement in education might influence student

Table B.3. Balance between NGLC and VCG groups on variables not exactly matched

	Subject	Variable	NGLC Mean	Unweighted VCG Mean	Unweighted VCG Difference	Unweighted VCG Std. Diff.	Weighted VCG Mean	Weighted VCG Difference	Weighted VCG Std. Diff.
2014–15	**Reading**	Start RIT	204.77	202.93	1.84	0.07	204.71	0.07	0.00
		FRL	74.94	74.86	0.09	0.00	74.38	0.56	0.03
		Elapsed days	243.56	238.03	5.54	0.20	241.40	2.17	0.08
	Math	Start RIT	211.63	210.13	1.50	0.05	211.58	0.05	0.00
		FRL	74.95	74.36	0.58	0.03	74.42	0.52	0.02
		Elapsed days	242.40	237.63	4.77	0.17	240.11	2.30	0.08
2013–15	**Reading**	Start RIT	203.81	201.38	2.43	0.09	203.77	0.04	0.00
		FRL	79.25	75.81	3.44	0.16	77.24	2.01	0.09
		Elapsed days	591.56	593.02	−1.46	−0.04	589.31	2.25	0.07
	Math	Start RIT	212.05	208.12	3.93	0.14	211.99	0.06	0.00
		FRL	78.84	75.57	3.27	0.15	76.66	2.17	0.10
		Elapsed days	592.09	594.48	−2.40	−0.07	589.89	2.20	0.06

Note: the unweighted VCG columns show sample characteristics after restricting to one observation per VCG student, per subject, per year.

achievement in positive ways unrelated to the schools' influence on achievement. To the extent VCGs are drawn from schools that are not charter schools, there is the potential that a difference in family involvement, or in other factors that might influence students to enroll in schools of choice, could bias the results. We investigated this concern by attempting to make the treatment and control groups more similar on such factors. We only kept VCG students that had the same school type (district or school of choice) as their treated NGLC student. We compared the treatment effect estimate using the matched school-type VCG with that from the standard VCG matching criteria that ignore choice. The concern about unmeasured differences between choice and nonchoice schools would gain credence if the schools-of-choice VCG produces meaningfully lower treatment effect estimates than the standard VCG analysis.

Filtering and Alternative Time Span Analyses

Finally, we discovered concerning patterns in test duration (the amount of time students spend taking the test) among students and schools in the study. Briefly, some student-test events had very long durations or large changes in test duration between the fall pretests and spring posttests. This raised concerns that differences in duration, or testing conditions that drive changes in duration, might influence estimates of the treatment effect of attending an NGLC school.

To that end, we performed a set of sensitivity analyses related to duration to gain a better understanding of how anomalies in test duration might be affecting treatment effect estimates. We applied filters to remove students with anomalous test durations or anomalous changes in test duration between pretest and posttest. We also applied filters at the school level based on aggregate patterns of test durations of the participating students. Finally, we examined the use of a different time span in spring-to-spring because this pretest–posttest pair tends to have less discrepancy in test duration. The difference in duration change is less dissimilar between NGLC and VCG students than was observed between the PL and VCG students in Pane et al. (2015). Figure B.1 shows that NGLC students generally spent more time on the tests than their VCG counterparts. However, in both subjects, the fall-to-spring time increases were about the same for NGLC and VCG students, at 16 percent.

Although the average durations presented in Figure B.1 do not suggest concerns about duration, we applied the same filtering methods as in Pane et al. (2015) to further

Figure B.1. Test durations for NGLC and VCG students

Fall 2014 NGLC   Spring 2015 NGLC
Fall 2014 VCG   Spring 2015 VCG
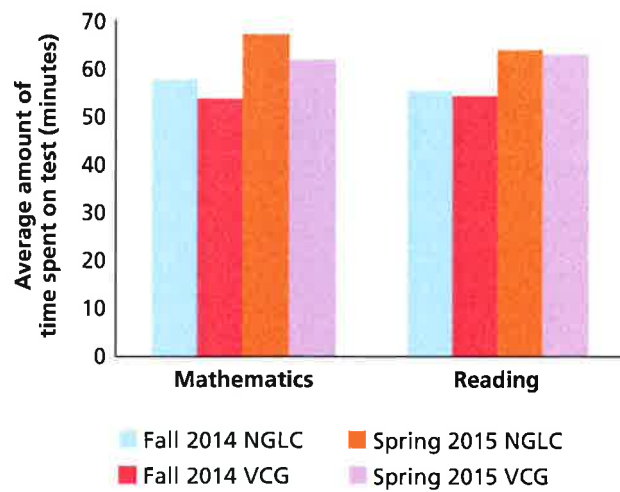
assess the risk that anomalous test duration growth for some students might influence the estimated treatment effects. First, we began by filtering out outlying test durations both among the treated students and the VCGs. We used the following filters:

- **Filter 1:** Drop if fall or spring test durations are below 5th percentile or above 95th percentile for grade and subject (national duration, provided in personal communication by NWEA).
- **Filter 2:** Drop if the change in test duration from fall to spring exceeds the national 90th percentile of change in test duration for grade and subject.
- **Filter 3:** Drop if the durations meet the criteria of both filters 1 and 2.

If an NGLC student met a filter's criteria, all of the VCG records for that student were also filtered out. However, if a VCG student was filtered we did not drop the corresponding NGLC student, or other VCG records that did not meet filter criteria. Table B.4 presents the percentages of NGLC and VCG student records that were filtered out. In every case, more VCG records are filtered out than NGLC records. Filter 3, by construction, filters out the smallest fraction of students.

Table B.4. Percentages of NGLC and VCG students dropped by filters

	Filter 1		Filter 2		Filter 3	
Subject	NGLC	VCG	NGLC	VCG	NGLC	VCG
Mathematics	30%	54%	21%	45%	14%	35%
Reading	32%	56%	22%	47%	14%	35%

Although some changes in test duration could reflect inappropriate test administration conditions, in some cases these changes might be due to factors that could legitimately be attributed to treatment effects, such as academic growth that results in more-difficult (and more time-consuming) items being administered in the spring, or increases in students' willingness to persist through challenging test content. Where this is the case, it would be incorrect to filter such students out, and the treatment effect would be biased if part of the treatment were increasing student human capital in ways that would appear to result in anomalous test duration or change in duration. To that end, we additionally evaluated the overall treatment effect, where instead of filtering individual students out, we only filtered out anomalous schools. We used two methods to filter out schools:

- calculate average durations by subject and grade for all students in the school and filter out the school if filter criteria are met
- filter out a school if over 40 percent of students in that school meet filter criteria.

Using these filtered data sets, we applied the same statistical models used previously to estimate treatment effects overall and for each school, for each subject, and time span.

As an alternative to filtering, we can use multi-year data to estimate treatment effects using time spans other than fall to spring. An alternative to the fall-2014-to-spring-2015 span is the spring-2014-to-spring-2015 span. The purpose for this is that the differences in test duration are generally between fall and spring, with fall durations typically shorter than spring durations. Therefore, using spring-to-spring time spans alleviates the issue. This also reflects a common span used in other educational achievement analysis, where only spring achievement tests are available.

However, there are potential problems with this alternative. First, the new span includes summer, and researchers have found evidence that students experience test-score declines over the summer. If summer declines are an outgrowth of differences in testing conditions and not related to actual learning, then including summer may result in a more accurate measure of learning during the school year because the pretest and posttest are administered under more-similar conditions. However, it may be that some of this summer loss is true loss of the achievement that accrued the prior school year, which should be attributed to the schools and their practices, in which case, time spans that include summer are more

problematic. Moreover, if we believe that the fall or spring test durations are so short or so long as to result in invalid scores, these alternative durations may also suffer from the same problem.

An additional problem is that, if most of the treatment effect happens in the first year of exposure to the school or to NGLC, then this will be missed by not starting from a baseline fall score.[3]

Although these alternate time spans use two-year data to create additional estimates of one-year effects, they differ in important ways from estimates made from one-year data. In addition to the differences already noted, the data have differences both in the treatment students included (students need to have been present in the NGLC schools for both years and tested at least three times, as opposed to needing the students present just for the two tests in the same year for the one-year span) as well as having a potentially different set of VCGs. For these reasons, we considered the comparison of the different spans with each other, but did not directly compare them to the filtered treatment effect estimates. By using the 2013–15 span to get the needed data, we are restricted to using the 16 schools available.
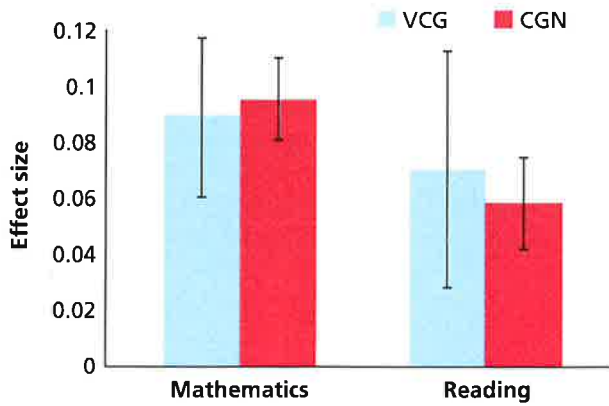
Results of Sensitivity Analyses

CONDITIONAL GROWTH NORMS

First, we estimated treatment effects using CGNs, shown in Figure B.2. To interpret these results, we focus on the fact that the CGN analysis estimates similar positive effects as the main analysis. We interpret this as helping to validate the main results. Although the CGN analyses vary slightly from the VCG method, we focus less on the magnitudes of the CGN estimates because the VCG method is more rigorous in carefully developing a matched comparison group, as opposed to benchmarking against national norms as is done in the CGN method. The VCG estimates in this chart differ from the main analysis because CGN estimates were not provided for some students (e.g., 12th graders), and those students were dropped from both analyses for the sake of using a consistent sample for this sensitivity test.

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[3] Also, on a more technical note for our current data, when we use spring pretests, the students are not matched to their VCGs on this pseudo-baseline. To account for this, we also evaluate a treatment effect where we drop all VCGs not within three points on the RIT scale (approximately 95 percent of VCGs are within plus-or-minus three points of the PL student's score on the interim spring test, while an even higher proportion of VCGs are within plus-or-minus three for the true baselines on which they were matched).

Figure B.2. Comparison of VCG and CGN methods *2014–15*

Note: Statistical tests of significance were not performed for this sensitivity analysis.

Figure B.3. Comparison of VCG and same-governance VCG analyses *2014–15*
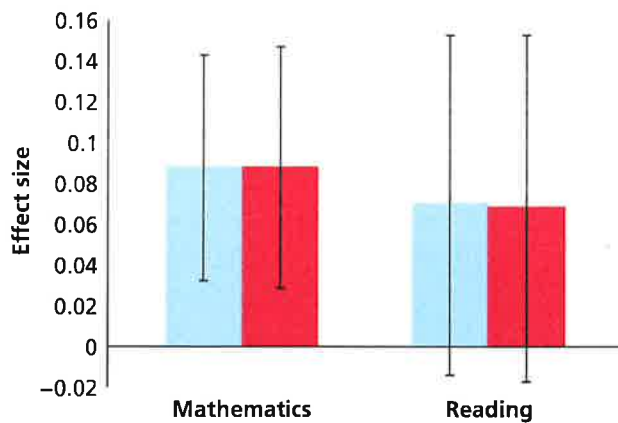
Note: Statistical tests of significance were not performed for this sensitivity analysis.

■ Unrestricted VCG
■ VCG restricted to same governance

Next, we examined treatment effects using a VCG composed of students only from the same governance structure (district or charter) as the corresponding NGLC school. Figure B.3 presents these results. The results are virtually the same in both subjects. We conclude that these results help to affirm the treatment effects estimated by the standard VCGs.

DURATION ANALYSIS

We applied a variety of student-level and school-level filters to remove anomalous test durations from the analysis. Applying the filters at the student- and school levels yields a range of estimates. Figure B.4 focuses on the main analytic sample and displays the unfiltered estimate and confidence interval in yellow, and the median filtered estimate and its confidence interval in red. The blue bars show the range of the filtered estimates (but not their confidence intervals). In both subjects, the median filtered estimate is smaller than the unfiltered estimate. For mathematics, the median filtered estimate is positive and statistically significant, and none of the filtered estimates are negative. For reading, the median filtered estimate is positive but significantly indistinguishable from zero, with two of the nine filters producing negative estimates. The decrease in the treatment effect from unfiltered to the median filtered estimate is 23 percent for mathematics and 39 percent for reading.

Figure B.4. Analyses with Test Duration Filters
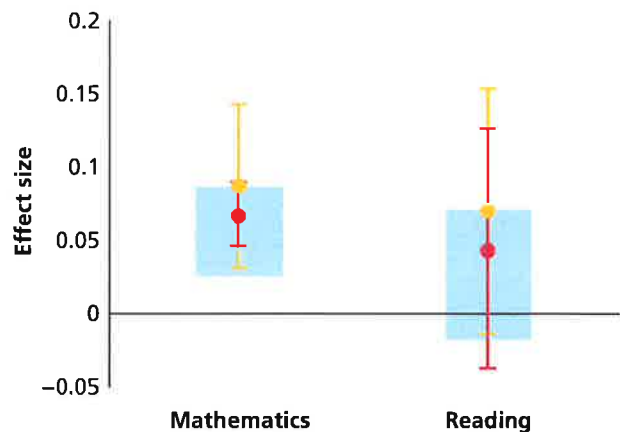
Note: Statistical tests of significance were not performed for this sensitivity analysis.

■ Range of filtered estimates
● Unfiltered estimate   ● Median filtered estimate

Figure B.5. Alternative time span comparison
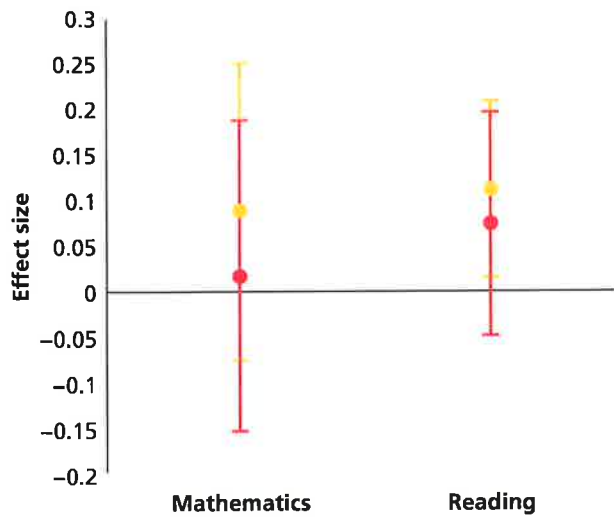
Note: Statistical tests of significance were not performed for this sensitivity analysis.

● Spring 2014–Spring 2015
❀ Fall 2014–Spring 2015

Finally, we looked at alternative spans for the subset of NGLC schools that had been operating for at least two years. Figure B.5 presents these results. Results from the main fall-2014-to-spring-2015 analysis are shown in blue, with the alternative span of spring 2014 to spring 2015 shown in red. The spring-to-spring analysis produces smaller treatment estimates, particularly in mathematics. The fall-to-spring results differ from the estimates for the whole sample because only a subset of students had the requisite set of scores to participate in this sensitivity test.

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<u>LCAP GOAL 1</u>
Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.
2.   Personalized Learning Plan Continuous Improvement 2017: Overview and Next Steps
     Presenter: Karen Schauer, Claudia Del Toro-Anguiano, Jamie Hughes

In order to further improve the PLP for 2017-18 implementation, an outside facilitator worked with the Director of Curriculum and Coordinator of Instructional Technology Integration & Innovation (CITI) to refine the PLP and roll-out for the new school year. This spring 2017 effort included stakeholder input to identify impacts and issues.

This information was further examined by the GJUESD administrative team to determine improvement areas for the 2017-18 school year. The PLP Continuous Improvement Matrix identifies the PLP Components, feedback areas and district response organized by:
   1. Content
   2. Learning Involvement and Efficacy
   3. Functionality/Format
   4. Special Education/IEP Relationship
   5. General Comments

This summer, a sampling of teachers and learners began working with new or improved PLP elements. Their field test efforts will help to roll-out the 2017-18 PLP with greater success.

The new school year roll-out includes:
July:
   1. Finalize PLP format for streamlined or improved pages.
August:
   1. Back-end work in Illuminate creating the 3 assessments, the QR codes for 3-8 learners allowing learners to scan a card for PLP and Illuminate
   2. PLP secretaries create the QR cards for 3-8 with the CITI
   3. Administration finalize guidelines, expectations messaging
               a. Learners
               b. Staff
               c. Parents
   4. Training for administrators, staff on use of QR codes and assessment platform
   5. Update PLP website to strengthen implementation
September:
   1. Launch Learner Profile page
   2. Monitor MAP "auto population" on Growth and Achievement page
   3. Review process with administrators for smooth process

GJUESD Personalized Learning Plan (PLP) Continuous Improvement: July 2017

PLP Components	Feedback	Response

Content
 	
Learner Profile
  1. Strengths
  2. Needs
  3. Learning Style
  4. Personal data
 	
Learner Goals
 	
Learner Progress
 	
Learner Achievement
	There should be less content. Content should be limited to most important areas.
	
	Keep Gradebook; include percentages rather than letters.
	
	Information should include both growth and current levels of achievement.
		We have refined the PLP making it a two page document:
		  1. Learner Profile
		  2. Growth and Achievement
		
		Letter grades are being considered to be reported as percentages for all subject areas starting with 3rd grade. Finalizing a decision by early August.
		
		Growth and Achievement page includes grades, MAP, SBAC, citizenship and attendance data for grades 3-6th.
		
		Growth and Achievement page includes one narrative comment from teacher for each trimester.

Learner Involvement and Efficacy	Increase learner ownership to increase engagement. Learner goal-setting should be personalized and specific. Allow 3-8 learners to enter their own goals and personal information in their own words. PLP should be easily understandable by learner. Consider removing or reducing learner profile in TK- 2.	Learner profile page was revised so learners can enter their own goals and personal information. Learners think and reflect on personal information and personal goals. Goal setting is a research-based college/career/life skill. TK-8 learners will share dreams, passions and set personalized goals. The 2-page PLP is user friendly and understandable to all stakeholders. Additional explanation may be needed to make the RIT scores and SBAC more meaningful to parents. TK-2 learner profile has been revised to be appropriate for all developmental stages.

PLP Components	Feedback	Response
	Roles of the learner, teacher and parent/mentor need to be clarified. Who is the PLP for? What is the purpose of the PLP?	The PLP purpose is described on the Learner Profile page. The ultimate goal is to provide information about a learner's strengths, needs, growth, achievement and goals that will help the learner, teacher and parent develop or support optimal learning experiences for the learner.
Functionality/Format	Data should automatically populate.	More data will automatically populate.
	Completing PLP by the teacher should not take up so much instructional and preparation time.	Revised PLP will limit the steps that teachers need to take to complete the Growth and Achievement page.
	PLP should be available on Illuminate for parent viewing.	PLP is available for viewing on the Parent Portal under 'report cards.'
	Illuminate is not an easy platform to use, too many fields, loads too slowly, etc.	Revised PLP has fewer fields to address. Illuminate is aware of the accessing speed and is currently working on their server infrastructure.
	Teacher would like to see and be able to use the whole document as they enter information.	By using the 'Report Card Viewer' teachers can both see the document and enter information onto the document itself.
	Parents: no issues with Illuminate were reported.	Continue to get parents registered on the Parent Portal.
Special Education/IEP Relationship	Most of the information in the PLP is already in the required IEP Annual Report and the trimester updates.	Further work needs to be considered for a close alignment of both documents to avoid redundancy.
	Both parents and teachers report that the IEP conferences are more helpful, personalized and productive than the PLP conferences.	Suggestion is to design a PLP addendum to the IEP that contains information not in the IEP. We need to ensure PLP components and processes are appropriately and equitably applied for each and every learner.

PLP Components	Feedback	Response
General Comments	Time spent on PLP, both preparation and conferencing, is not commensurate with its impact or value.	Revised PLP will have a greater impact on learner ownership and will add value to teachers' monitoring of academic growth and achievement. The 2-page PLP will address the issues of time and conferencing with learners.
	Improve communication about PLP improvements and expectations with staff as the continuous improvement cycle continues.	It is important to recognize that this is a living document and will be a 'work in progress' for several years.
	Conferences should be more interactive, with less time spent explaining PLP.	Using the Learner Profile Page, learners would be more easily able to participate in or lead conferences if that is the teacher's preference.
	Include MAP report as part of the process/document.	A third PLP page is being considered at this time. We may chose to include the full longitudinal MAP report to clearly show learner growth.
	Implementation of PLP process must be consistent district-wide.	Meeting with administrators in early August will address the expectations, guidelines and timelines for district-wide implementation. • The PLP on-line implementation and support web-site will be updated with all revised or new PLP information.

3. GJUESD Home Study Program Update
    Presenter: Donna Mayo-Whitlock

    The program brochure has been updated to reflect stronger alignment with GJUESD Personalized Learning efforts.

HOME STUDY PROGRAM

Personalized for Learners

and their Families...

Home Study . . .

A personalized blended learning program for families to teach their children at home

- **Individualized Instruction**

- **Personalized Learning Plans**

- **Credentialed Instructors**

- **All materials provided at no cost**

- **On-campus Opportunities**

- **Afterschool Clubs & Summer Learning Academies**

- **Enrichment Activities**

- **Virtual Learning & Online Course work (tech provided)**

- **Special Needs Support**

- **Classes for Parents**

For more information, please contact:
Galt Joint Union Elementary School District
209-744-4545 ext. 333

The Galt Joint Union Elementary Home Study Program

The GJUESD Home Study Program is a partnership between the school district and parents who choose to instruct their children at home. The responsibility for delivering daily instruction belongs to the parents. The school district provides direction, guidance, technology and materials, with the credentialed teacher developing lesson plans and monitoring progress. Teacher, parent and learner meet regularly to review coursework and prepare new assignments.

The Home Study program offers a personalized blended learning experience.
Along with accessing the curriculum through the district adopted materials, on-line virtual learning opportunities are available as well. Programs offered at school sites such as music, PE, library and other electives are made available to home study students. Attendance at school assemblies, field trips and other special events can also be arranged

Parents may also choose to enroll their child in Home Study for a short period of time and then return their child to the regular classroom. The decision to participate in the Home Study Program, whether short or long term, requires strong commitment from both learner and parent.

All learners in the GJUESD receive a quality education with a strong academic foundation through personalized learning and challenging curriculum. Home Study provides yet another opportunity for meeting the learner's personalized learning goals.

What is home study?

Home Study is an opportunity for you to be your child's teacher at home.

You and your child make a commit-

ment to pursue learning at home under the supervision of the Galt Elementary School District.

What are the benefits of learning at home?

♦ Individual attention for your child

♦ Flexibility of time and pace of learning

♦ Individualized student assignments

♦ Being able to take an active role in the education of your child

How does the program work?

♦ The student and parent meet regularly with a credentialed teacher.

♦ Lesson plans are collaboratively developed with learner and parent/guardian

♦ The Home Study teacher monitors student success, administers tests, keeps records of student work, maintains, and refers students to other programs.

What is the role of the Parent/guardian in home study?

♦ Parents team with the supervising teacher to develop the student's educational plan.

♦ Parents assume a significant role in supporting the student's completion of assigned work.

How much does it cost?

♦ The Home Study program is free.

♦ Teacher manuals, textbooks, Chrome Books and materials are loaned to you for the school year.

♦ No cost for virtual learning courses or on-line courseware

♦ The only charge is for lost or damaged items.
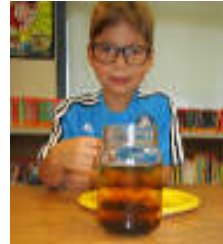
How many hours per day must my child work?

One of the benefits of home study is flexibility. A credentialed teacher will work with you to establish a realistic schedule your family can keep.

The number of hours depends upon successful completion of all weekly assignments. An estimate for grades K-8 is 2 to 5 hours a day of school work.

Who can enroll?

♦ Students must be in grades TK-8.

♦ Parents/Guardians complete the district registration packet available on district website or at any school office.

♦ Families residing outside the GJUESD boundaries must first obtain an inter-district transfer from their home district

How can I enroll?

♦ Any family who would like to enroll in the Home Study program must first attend an orientation.

♦ Call the District office at 209-744-4545, extension 333, to schedule an orientation meeting.

LCAP GOAL 4
School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.
1. Facilities and Measure K Projects Update
   Presenter: Tom Barentson and Robert Milligan

   Measure K / Future Project Update:
   - Citizen's Bond Oversite Committee (BOC) meeting will be held on August 14, at Vernon Greer Elementary School beginning at 5:30 pm. A presentation by Derivi Castellanos Architects (DCA) will be given at the August board meeting regarding the process for prioritization of the modernization projects at this site and Valley Oaks Elementary.
   - Prop 51 Modernization and New Project Funding: We have received potential funding opportunity amounts regarding State Prop. 51 funds. These could increase our modernization funding by over $6M. The three eligible schools are Greer Elementary, Valley Oaks Elementary, and River Oaks Elementary.
   - Food Services: Food Services Supervisor Nick Svoboda will provide an update regarding the new 2017-18 School Year and Food Services opportunities.

   Summer/Fall Projects Update:
   - New Communications systems (telephones) will be installed at all sites (except Lake Canyon Elementary which was completed earlier this year).
   - Security cameras will be installed at all sites except Valley Oaks Elementary and Marengo Ranch Elementary (which were completed last summer).
   - Classroom projection units installed at McCaffrey Middle School
   - Playground asphalt will be resurfaced where needed
   - Painting, roof replacements, and lighting projects (not needing Department of the State Architect approval)
     o Project Matrix is included

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT

Table I: Estimated Funding per School

Funding Per School	Valley Oaks	Greer	Marengo Ranch	River Oaks	Lake Canyon	McCaffrey
A. Estimated and Potential Funding						
• Measure K	$5M	$2M	$5M	$3M	$0.5M	$2M
• Proposition 39	$122,100	$85,154	$318,464	$230,849	$0	$48,280
• Proposition 51						
○ Modernization	$2M	$2M	Not eligible	$2M	Not eligible	Not eligible
○ New	TBD	TBD	TBD	TBD	TBD	TBD
• Developer Fees						

Table II: Site Specific Projects

Projects: Summer or School Year	Summer 2017	2017-18	2018-19	2019-20	2020-21	2021-22
A. School Safety and Security						
• Security Cameras ○ Valley Oaks and Marengo Ranch completed in 2016	Greer River Oaks Lake Canyon McCaffrey Fairsite	Greer River Oaks Lake Canyon McCaffrey Fairsite				
• Fencing		River Oaks Lake Canyon	River Oaks Lake Canyon	Valley Oaks		
• Locking System		All Schools				
B. Modernization						
• Roofs		Valley Oaks Marengo River Oaks Greer	Valley Oaks Marengo River Oaks Greer			
• Flooring/Carpet	Marengo	Valley Oaks River Oaks	Valley Oaks			
• Portables ○ Renovation & Replacement		Valley Oaks Greer River Oaks	Valley Oaks Greer River Oaks	Valley Oaks Greer River Oaks		
• Kitchen ○ Replacement ○ Repair		Valley Oaks River Oaks	Valley Oaks Greer	 River Oaks	 Lake Canyon	

Projects: Summer or School Year	Summer 2017	2017-18	2018-19	2019-20	2020-21	2021-22
• Paint			McCaffrey	Marengo Valley Oaks		
• Shade Structures		Lake Canyon Greer River Oaks Marengo	McCaffrey			
• Parking		Greer	Valley Oaks River Oaks	Marengo		
• Play/Recreation Areas	Fairsite (playground) Marengo (asphalt) River Oaks (asphalt) McCaffrey (asphalt)	Greer (playground) Fairsite (playground) River Oaks (playground) Marengo (asphalt) River Oaks (asphalt)	Greer (asphalt)			
• Building Fascia		Marengo Valley Oaks	Marengo Valley Oaks			
C. Updates To Existing School-wide Building Systems • Communications o Telephones	Lake Canyon (completed Jan. 2017) Valley Oaks Greer Marengo River Oaks McCaffrey Fairsite	McCaffrey Valley Oaks Greer Marengo River Oaks McCaffrey Fairsite District Office				
• HVAC		District-wide	District-wide			
• Plumbing		District-wide	District-wide			
• Controls: Fire System, Bell System, Clock System		District-wide District-wide	District-wide District-wide			
• Lighting o New light pole and upgrade to LED lighting						
D. 21st Century/Next Gen Learning Improvements • Innovation/Technology/BFLC	McCaffrey Valley Oaks	Valley Oaks Greer Fairsite River Oaks Marengo Lake Canyon McCaffrey	Valley Oaks Greer Fairsite River Oaks Marengo Lake Canyon McCaffrey			

Projects: Summer or School Year	Summer 2017	2017-18	2018-19	2019-20	2020-21	2021-22
E. Planning Architects have been assigned and are assessing the priorities listed in our facilities Master Plan. These architects have been assigned schools to develop plans and costs analysis. Each has met with District and site personnel to prioritize what is needed can be done and time frame for design and completion of project. Architect assignments are as follows: Greer: DCA Valley Oaks: DCA Marengo Ranch: PBK River Oaks: PBK McCaffrey: LPA Lake Canyon: LPA						
F. McCaffrey 18 acres / Food, Fork, Farm, Fitness, Family: LPA	LPA Site Master Plan Completed					
G. Grounds/playgrounds have been assigned to Verde Design						

REPORTS: OTHER

1. <u>BUSINESS SERVICES</u>
   2017-18 Adopted Budget
   A. The State adopted the 2017-18 Budget on time.
       i.   One-Time Discretionary Funds were restored and increased from $48 in
            January proposed budget to $147 per student at Budget Adoption

   Funds are able to be used in 2017-18, however we must be cautious as state revenue
   projections are still uncertain

2. <u>SUPERINTENDENT</u>
   Williams Uniform Complaint 4th Quarter Report

SSC School District and Charter School Financial Projection Dartboard
2017-18 Adopted State Budget

This version of SSC's Financial Projection Dartboard is based on the 2017-18 adopted State Budget. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2016-17 Base Grants	$7,083	$7,189	$7,403	$8,578
COLA at 1.56%	$110	$112	$115	$134
2017-18 Base Grants	$7,193	$7,301	$7,518	$8,712

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2017-18 Base Grants	$7,193	$7,301	$7,518	$8,712
Grade Span Adjustment Factors	10.4%	-	-	2.6%
Grade Span Adjustment Amounts	$748	-	-	$227
2017-18 Adjusted Base Grants	$7,941	$7,301	$7,518	$8,939
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS

Factor	2016-17	2017-18	2018-19	2019-20	2020-21
LCFF Planning Factors	SSC Simulator	SSC Simulator	SSC Simulator[2]	SSC Simulator[2]	SSC Simulator[2]
SSC Gap Funding Percentage	56.08%	43.19%	39.12%	41.60%	44.16%
Department of Finance Gap Funding Percentage	56.08%	43.19%	66.12%	64.92%	100.00%
Gap Funding Percentage[1] (May Revise)	54.84%	43.97%	–	–	–

PLANNING FACTORS

Factor		2016-17	2017-18	2018-19	2019-20	2020-21
Statutory COLA		0.00%	1.56%	2.15%	2.35%	2.57%
COLA on state and local share only of Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers/American Indian Early Childhood Education		0.00%	1.56%	2.15%	2.35%	2.57%
California CPI		2.63%	3.42%	3.35%	3.02%	3.16%
Interest Rate for Ten-Year Treasuries		2.18%	2.47%	2.66%	2.78%	2.85%
California Lottery	Unrestricted per ADA	$144	$146	$146	$146	$146
	Restricted per ADA	$45	$48	$48	$48	$48
Mandate Block Grant (District)	Grades K-8 per ADA	$28.42	$30.34	$30.34	$30.34	$30.34
	Grades 9-12 per ADA	$56	$58.25	$58.25	$58.25	$58.25
Mandate Block Grant (Charter)	Grades K-8 per ADA	$14.21	$15.90	$15.90	$15.90	$15.90
	Grades 9-12 per ADA	$42	$44.04	$44.04	$44.04	$44.04
One-Time Discretionary Funds per ADA		$214	$147	–	–	–
CalPERS Employer Rate (projected)		13.888%	15.531%	18.1%	20.8%	23.8%
CalSTRS Employer Rate (statutory)		12.58%	14.43%	16.28%	18.13%	19.10%

RESERVES

State Reserve Requirement	District ADA Range	Reserve Plan
The greater of 5% or $66,000	0 to 300	
The greater of 4% or $66,000	301 to 1,000	SSC recommends one year's increment of planned revenue growth
3%	1,001 to 30,000	
2%	30,001 to 400,000	
1%	400,001 and higher	

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[1] Either this percentage or the adopted State Budget gap percentage can be used for calculating movement toward class sizes of 24:1 at grades transitional kindergarten-3.

[2] For the forecast years, the total dollar amount needed to fund the statutory COLA is applied to the SSC LCFF Simulator.

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

Properly submitting this form to SCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). **All fields are required.** (CAHSEE complaints no longer need to be reported on this form.)

SUBMITTER INFORMATION

Name
Person submitting form

Job Title

Phone Number
Include area code

E-mail Address

DISTRICT INFORMATION

School District

Year Covered by This Report

Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	
Number of Textbook Complaints Resolved Enter 0 if none.	
Number of Textbook Complaints Unresolved Enter 0 if none.	

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	
Number of Emergency Facilities Complaints Resolved Enter 0 if none.	
Number of Emergency Facilities Complaints Unresolved Enter 0 if none.	

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	
Number of Vacancy/Misassignment Complaints Resolved Enter 0 if none.	
Number of Vacancy/Misassignment Complaints Unresolved Enter 0 if none.	

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.
Enter "N/A" if no complaints were received. If you need more space, enter "sent by e-mail" and send your summary to Cyndi Kroeck with your report.

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported *MUST* be entered in this report. Please check the box below confirming this:

☐ **Includes All UCP Complaints**
All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to Cyndi Kroeck at the Sacramento County Office of Education (SCOE): **ckroeck@scoe.net**.

By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes *ALL* UCP complaints in the above categories received at school sites in the district, plus the district office.

Board Meeting Agenda Item Information

Meeting Date: 7/26/17	Agenda Item: 171.801 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:

a. Approval of the Agenda

b. Minutes: June 26, 2017 Regular Board Meeting

c. Payment of Warrants:
Vendor Warrant Numbers: 17353698 – 17353741; 17354745 – 17354872; 18355671 - 18355686
Certificated/Classified Payrolls Dated: 6/30/17, 7/10/17, 7/14/17

d. Personnel
1. Resignations/Retirement
2. Leave of Absence Requests
3. New Hires

e. Donations
GALEP
▪ Pam Browning, Twin Cities Tack, donated a Bareback Riding Pad valued at $50
▪ Chuck Simpson donated Arena Riding Station Lesson Signs valued at $129.30

f. Nutrition Services Bids

Galt Joint Union Elementary School District
Board of Education
"Building a Bright Future for All Learners"

Regular Board Meeting
Board of Education
Galt Joint Union Elementary School District

Tuesday, June 27, 2017
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632

Board Members Present
Kevin Papineau
John Gordon
Grace Malson
Matthew Felix
Wesley Cagle

Karen Schauer
Thomas Barentson
Judith Hayes
Lois Yount
Stephanie Simonich

Administrators Present
Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
David Nelson
Jennifer Porter
Donna Gill

MINUTES

A. Present for closed session: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Kevin Papineau, John Gordon, Grace Malson, Matthew Felix, Wesley Cagle and Chris Keiner, Attorney at Law

Closed Session was called to order at 5:48 p.m. by Kevin Papineau to discuss the following items:

1.   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,
     Government Code §54957

2.   CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - SIGNIFICANT EXPOSURE TO LITIGATION, pursuant to paragraph (2) or (3) of subdivision (d) of Government Code 54956.9
     ▪ One Potential Case

3.   CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
     Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
     ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association
     ▪ Employee Agency: (CSEA) California School Employee Association
     ▪ Non-Represented Employees

Chris Keiner exited closed session at 6:43 p.m.

B. **Closed Session Adjourned** at 7:08 p.m. The open meeting was called to order at 7:13 p.m. by Kevin Papineau followed by the flag salute. He announced no reportable action taken in closed session.

C. **Public Comment**
1.   No public comment.

D. Reports

<u>LCAP GOAL 1</u>
Develop and Implement Personalized Learning and Strengths-based Growth Plans for Every Learner

1. Race To The Top-District 2017 Power of Partnerships Convening in Seattle, WA

   Karen Schauer reported a partnership team will work together to strengthen personalized learning efforts and articulate learning pathways to close the achievement gap and translate it into action that will serve our community and beyond.

<u>LCAP GOAL 4</u>
Maintenance, Grounds, Custodial, Food Services, And Health Staff Maintain School Facilities That Are Safe, Healthy, Hazard Free, Clean And Equipped For 21st Century Learning

1. Implementing Measure K: Series 2017 Bond Sale Results

   Tom Barentson reported the Citizen's Oversite Committee held a meeting on June 12, 2017 at Marengo Ranch Elementary School. PBK Architects presented information regarding the process for prioritization of the modernization projects at this site.

   Tom Barentson introduced Lori Raineri and Matt Kolker, Government Financial Strategies.
   Ms. Raineri and Mr. Kolker presented information on the Measure K 2017 bond sale process and results. They reviewed the use of Government Finance Officers Association (GFOA) best practices, debt portfolio, initial trading example and concluded by highlighting the district's lower debt service resulting in less taxes for the Galt community and more proceeds for the District's facility projects.

E. Recommended Actions

1. Routine Matters/New Business

131.869   Karen Schauer acknowledged the retirement of Emily Peckham, Kimberly Seinwerth and Susan Anapolsky.

A motion was made by Grace Malson to approve the Consent Calendar, seconded by Matthew Felix and unanimously carried.

   a. Approval of the Agenda

   b. Minutes: May 17, 2017 Special Board Meeting
      Minutes: May 24, 2017 Regular Board Meeting
      Minutes: June 14, 2017 Special Board Meeting

   c. Payment of Warrants:
      <u>Vendor Warrant Numbers:</u> 17346945-17346995; 17348048-17348132, 17349101-17349159; 1750226-17350288; 17351704-17351786; 17352391- 17352455
      <u>Certificated/Classified Payrolls Dated:</u> 6/16/17, 6/9/17, 6/31/17

   d. Personnel

Resignations/Retirements

Name	Position	Effective Date	Site
Emily Peckham (35 yrs)	Principal	6/26/17	Greer

Guadalupe Velasquez	Yard Supervisor	6/8/17	Valley Oaks
Alison Biagioni	Teacher	6/8/2017	River Oaks
Kimberly Seinwerth (15 yrs)	Instructional Assistant Sp Ed	6/30/2017	Valley Oaks
Erica Flores	Instructional Assistant ASES	6/8/2017	Valley Oaks
Susan Anapolsky (8 yrs)	Instructional Assistant Sp Ed	6/30/2017	McCaffrey
Kirtika Ram	Teacher	6/8/2017	Valley Oaks
Cassandra Wittman	Teacher	6/8/2017	Valley Oaks
Sarah Nilsson	Teacher	6/8/2017	Valley Oaks
Willie Marlin	Technology Coordinator	6/22/2017	District
Jennifer Christmas	Teacher	6/29/2017	Lake Canyon

Leave of Absence Requests

Name	Position	Effective Date	Site
Tammy Partridge	Teacher	8/14/17-6/8/18	Lake Canyon

New Hires

Name	Position	Site
Carisse Tidwell	Teacher	Marengo Ranch
Stacey Cantu	Teacher	Lake Canyon
Nicole Garcia	Teacher	Lake Canyon
Tawnya Quinn	Teacher	Marengo Ranch
Christine Wise	Teacher	Lake Canyon
Sara Mullins	Teacher	Valley Oaks

   e. Donations

   f. Approval to Destroy Old District Records Pertaining to Business, Food
       Services, Educational Services, Personnel and Payroll

   g. Resolution #9: 2017-18 California State Preschool Program Agreement
       #CSPP-7398

   h. Dannis Woliver Kelley 2017-18 Agreement for Professional Services

131.870   Consent Calendar (continued) – Items Removed for Later Consideration: CC Items
                                                                                  Removed

131.871   A motion was made by Kevin Papineau to Appoint The Following Assistant   MOTION
          Principals: Kuljeet Nijjar to Marengo Ranch Elementary, Alison Calhoun to
          River Oaks Elementary and Christina Homdus to Vernon E. Greer
          Elementary, seconded by John Gordon and unanimously carried.

131.872   Donna Mayo-Whitlock stated that the final version of the LCAP includes   MOTION
          annual updates in the form of assessment data.

John Gordon stated that the four LCAP goal areas that have sustained for several years may be limiting to personalized learning efforts.

Karen Schauer stated that while LCAP goals have remained the same, adjustments are reflected through the Key Refinement Areas (KRAs). Too often districts fail to sustain focus and change goals too early impeding promising reform efforts.

Donna Mayo-Whitlock stated that funding sources have been included in the LCAP in an effort to show a clear picture of how district funds are being used.

John Gordon indicated there should be more refinement to the district's personalized learning efforts in the next year or two. He stated he continues to take issue with the use of supplemental concentration funds for class size reduction. In addition, Mr. Gordon stated he wants to know if students who qualify for supplemental concentration funds are seeing improvements.

A motion was made by Wesley Cagle to approve the 2017-18 Local Control Accountability Plan, seconded by Grace Malson. The motion passed by a vote of 4 ayes by Kevin Papineau, Grace Malson, Wesley Cagle and Matthew Felix and a no vote by John Gordon.

131.873   A motion was made by John Gordon to approve 2017-18 Budget and 2016-17 Budget Revisions, seconded by Wesley Cagle and unanimously carried.   MOTION

131.874   A Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and Unrepresented Employees was held. There was no public comment.   MOTION

131.875   A motion was made by Grace Malson to approve Compensation, Benefits and Related Issues Agreement Between GJUESD and Unrepresented Employees, seconded by John Gordon and unanimously carried.   MOTION

131.876   A motion was made by Kevin Papineau to approve Resolution #10 Ordering The Layoff of Classified Employees, seconded by Wesley Cagle and unanimously carried.   MOTION

F   Open session adjourned at 8:40 p.m. Kevin Papineau announced Items to be Discussed in Closed Session, Adjourn to Closed Session

1.   PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
    ▪   Superintendent

G.   Closed Session adjourned at 9:37 p.m. Kevin Papineau announced no action taken in closed session.

H. Pending Agenda Items
1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement

I. Adjournment
The meeting adjourned at 9:37 p.m.

_____
Grace Malson, Clerk

_____
Date

Recommend approval of the following:

Resignations/**Retirements**

Name	Position	Effective Date	Site
Paredes, Yvette	Psychologist	6/26/2017	McCaffrey
Selna, Monica	Teacher	6/30/2017	Valley Oaks
Neal, James	Teacher	7/6/2017	McCaffrey
Kennedy, Reginald	Teacher	6/30/2017	Marengo
Limon, Linda (31 years)	IA Sp Ed	6/8/2017	Greer
Mellow, Diane	Yard Supervisor	7/11/2017	Valley Oaks

Leave of Absence Requests

Name	Position	Effective Date	Site

New Hires

Name	Position	Site
Eres, Jason	Teacher	McCaffrey
Herr, Angela	Teacher	Valley Oaks
Frerichs, Jennifer	Teacher	River Oaks
Brandon-Lopez, April	Teacher	River Oaks
Perry, Tasia	Teacher	Lake Canyon
Colondres, Ari	Teacher	McCaffrey
Abramovitz, Michael	Psychologist	District
Do, Minh	Technology Coordinator	District
Wilson, Melissa	Teacher	Greer
McEvoy, Caitlin	Teacher	Valley Oaks
Murray, Sarah	Teacher	Valley Oaks
Cathey, Natalie	Teacher	Marengo Ranch

The following Nutrition Services Bids were awarded:

Dairy: Crystal Creamery
- Milk crates washed and inspected prior to delivery
- Delivery times and schedules
- Most items priced lower than competing bid
- Meets buy American provision standards

Produce: FreshPoint
- Delivery times and schedules
- Meets Buy American provision standards
- 55% of bid items priced lower than competing bid

Linens: CintAs
- Delivery times and schedules
- Hand inspected linens/aprons prior to delivery
- Secures kitchen chemical dispensing equipment

Food & Supplies
Split between Sysco Sacramento and Gold Star Foods. Sysco will be utilized for supplies, commercial products, & USDA Brown box. Gold Star will deliver Processor allocation products and some commercial items.

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	**Agenda Item: 171.802** Consent Calendar (continued)- Items Removed For Later Consideration
Presenter:	Karen Schauer	**Action Item:** XX **Information Item:**

The Board will have the opportunity to address any items that are moved from the consent calendar.

Board Meeting Agenda Item Information

Meeting Date: 7/27/17	**Agenda Item: 171.803** PUBLIC HEARING of Approval of the 2017-2018 Education Protection Act Use of Funds
Presenter: Tom Barentson	**Action Item:** **Information Item:** **Public Hearing:** XX

The 2012-2013 Educational Protection Act requires that the use of the EPA funds be determined by the Board at an open public meeting. The act also requires that the EPA funds cannot be used for the costs of salaries, benefits of administrators or any other administrative costs.

This is a Public Hearing to notify the public how the District will use the 2017-2018 Education Protection Act funds.

The 2017-2018 EPA funds are estimated to be $4,170,553. Because the EPA funds replace previous unrestricted general fund revenue limit (per student) funds, the 2017-2018 EPA funds will be used to cover the salaries and benefits of regular education classroom teachers in 2017-2018.

The Adopted Budget projects the cost of certificated salaries at $19,009,072. The EPA funds in 2017-2018 will cover the regular education classroom teacher costs for two school sites, and a small percentage of a third site.

Board Meeting Agenda Item Information

Meeting Date: 7/27/17	Agenda Item: 171.804 Board Consideration of Approval of 2017-2018 Education Protection Act Use of Funds
Presenter: Tom Barentson	Action Item: XX Information Item:

The 2012-2013 Educational Protection Act requires that the use of the EPA funds be determined by the Board at an open public meeting. The act also requires that the EPA funds cannot be used for the costs of salaries, benefits of administrators or any other administrative costs.

The 2017-2018 EPA funds are estimated to be $4,170,553. Because the EPA funds replace previous unrestricted general fund revenue limit (per student) funds, the 2017-2018 EPA funds will be used to cover the salaries and benefits of regular education classroom teachers in 2017-2018.

The Adopted Budget projects the cost of certificated salaries at $19,009,072. The EPA funds in 2017-2018 will cover the regular education classroom teacher costs for two school sites, and a small percentage of a third site.

Board Meeting Agenda Item Information

Meeting Date: 7/26/17	**Agenda Item: 171.805** Board Consideration of Approval of Resolution #1 Construction Modernization
Presenter: Tom Barentson	**Action Item:** XX **Information Item:**

Resolution #1 will allow our District to submit our eligibility and application documents, under the State School Facility Program. This will allow the district to be considered for funding of both new construction and modernization funds. These funds became available with the passage of the Prop. 51 School Facility Bonds Initiative on the November 2016 election. Initial calculations regarding potential additional funding for Modernization purposes (three schools currently eligible: Valley Oaks, Greer, and River Oaks Elementary), project an additional $6M in funding. New Construction funding eligibility is being finalized as well.

Attached is Resolution #1 and background information regarding School Construction Funding History.

Staff recommends Board approval.

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION #1
AUTHORIZING THE FILING OF DOCUMENTS UNDER THE
STATE SCHOOL FACILITY PROGRAM

WHEREAS, the California State Legislature adopted the Leroy F. Greene School Facilities Act of 1998 ("Act") including subsequent legislation; and

WHEREAS, the Act and its implementing regulations set forth the procedures and eligibility requirements for applying for new construction and modernization funds from the State School Facility Program: and

WHEREAS, the Galt Joint Union School District has a need for such funding; and

WHEREAS, the Galt Joint Union School District is electing to participate in the State School Facility Program, and

NOW, THEREFORE, BE IT RESOLVED that the Galt Joint Union School District Board of Trustees approves the submittal of the eligility and application documents under the State School Facility Program, and

FURTHER, THEREFORE, BE IT RESOLVED that the Galt Joint Union School District Board of Trustees authorizes the Superintendent, the Superintendent's designee or other appropriate person to undertake all actions required to complete the State School Facility Program application and funding process.

PASSED AND ADOPTED by the Galt Joint Union School District Board of Trustees on, July 26, 2017, by the following vote:

Ayes:
Noes:
Abstain:
Absent:

I, _____, Clerk of the Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of a resolution accepted by said Board at a regular meeting held at its regular place of meeting by the vote above stated, which resolution is on file in the office of the said Board.

_____
Clerk of the Board of Trustees

California School Construction & Finance History

1879	The California Constitution allows school districts to issue general obligation bonds subject to the approval of two–thirds of local voters.
1947	The State Allocation Board (SAB) is created to provide loans for school facilities paid for by proceeds from state bond measures.
1978	Proposition 13 embeds tax limitation language and a two-thirds voter threshold for tax increases in Article XIII of the California Constitution. It states that "the maximum amount of any ad valorem tax on real property shall not exceed one percent (1%) of the full cash value of such property" unless approved "by a two-thirds vote of the qualified electors of such district." (Ad valorem means "according to value" in Latin and indicates a tax is imposed on the value of property - in other words, a property tax.) It also prohibits local governments from issuing General Obligation bonds. The state helps to fund school construction through grants.
1980	California voters reject Proposition 4, which would have restored the authority of local governments to issue bonds if two-thirds of voters authorize it.
1982	E.F. Hutton begins underwriting municipal Capital Appreciation Bonds, a year after the first corporate Capital Appreciation Bonds were issued.
1986	In the first of two statewide ballot measures to whittle away at Proposition 13, Proposition 46 amends Proposition 13 and allows school and college districts (and other local governments) to issue general obligation bonds if approved by a two-thirds vote. Community colleges and K-12 school districts have to consider the challenging but not impossible hurdle of winning two-thirds voter approval to obtain authorization to borrow money for construction.
1993	Senate Bill 872 gives K-12 school and community college districts authority to sell bonds at a public sale at face value, above face value (at a premium), or below face value (at a discount). It authorizes local governments to adopt "modern" additional and alternative methods to issue (sell) and refund (refinance)

general obligation bonds secured by a general levy of ad valorem taxes, in particular zero-coupon bonds (Capital Appreciation Bonds). Supporters of the bill contend it would "let cities and counties stabilize their debt and get the best interest rates" and "likely result in improved debt structuring with correspondingly reduced costs to property taxpayers." It would also allow local agencies to "access a wider pool of investors who are interested in a broader array of financing instruments, terms of maturity, and tender options." No individual or organization opposes SB 872 or expresses formal concerns about it. It passes the State Senate 38-0 and passed the State Assembly 76-0, with the Senate then agreeing to minor amendments on a 37-0 vote. In 1994, school districts begin selling Capital Appreciation Bonds.

1996	The California legislature and Governor Pete Wilson establish a "Class Size Reduction Program" to reduce the number of students per certificated teacher in various grades. School districts claim they lacked sufficient facilities to implement the requirement, and they blame Proposition 13 for the deficiency. In addition, some school districts "perceived sort of ad-hoc discretionary nature of decisions by the Board" in which certain school districts used connections and relationships with board members to gain an advantage in the disbursement process. Various interest groups began exploring ways to get more money for school construction.
1998	The California legislature passed and Governor Pete Wilson signs Senate Bill 50, the Leroy F. Greene School Facilities Act of 1998. It establishes the current funding structure for school construction in California by incorporating both state and local funding sources for school construction. The state pays 50 percent of the cost of new school construction and 60 percent of the cost for school modernization, generally on the condition that local school districts provide matching funds. The State Allocation Board oversees and directs the Office of Public School Construction - a successor agency to the Office of Local Assistance - in the California Department of General Services to manage the grant program. The post-1998 State Allocation Board has been described as a "quasi-legislative, sometimes quasi-judicial body" with state legislators comprising a majority of the board but acting as an agency of the executive branch, as permitted in a special provision in the California Constitution.
1998	Voters approve Proposition 1A, which authorizes the state to borrow $9.2 billion to support matching grants for school and college construction projects.

California School Construction & Finance History

1999	Senate Bill 1118, sponsored by the Office of the California State Treasurer, is enacted to "streamline the complex procedures governing school bond elections and issuance." It establishes the current system for how bond measures are brought before voters and how bond proceeds are managed after approval. It outlines the purposes for which a school or college district can use bond proceeds. It authorizes the creation of various accounts to hold money for various purposes related to bond finance and construction. The legislative record does not indicate that any individual or organization opposed SB 1118 or expressed concerns about it. It passes the State Senate 40-0 but was opposed by some Republicans in the State Assembly, where it passed 50-20 with 10 members of the Assembly (including some Democrats) not voting. Bill analyses for committees about SB 1118 provided almost no context and incompletely listed the many new provisions that the bill would add to state law.
2000	In March, 51% of California voters reject Proposition 26, which would have reduced the voter threshold for approval of General Obligation bond measures from two-thirds to a simple majority.
2000	In November, 53% of California voters approve Proposition 39, which creates an exception to Proposition 13 by allowing school and college districts an option of proposing General Obligation bond measures that win approval with a 55% voter threshold instead of two-thirds. In addition, the passage of Proposition 39 triggers enactment of Assembly Bill 1908, which imposes requirements on school and college districts that win approval to issue bonds under the criteria of Proposition 39: Debt obligations resulting from the bond measure cannot exceed 2.5% of assessed value for unified districts and 1.25% for elementary and high school districts. Tax levies resulting from the bond measure cannot exceed $60 per $100,000 of assessed value for unified districts and $30 per $100,000 of assessed value for elementary and high school districts. An independent citizens bond oversight committee with appointed representatives from specific constituencies must be established to ensure proceeds of bond sales authorized by the bond measure are only spent on projects identified in the ballot statement provided to voters.

California School Construction & Finance History

2002	Voters approve Proposition 47, which authorizes the state to borrow $13.05 billion to support matching grants for school and college construction projects.
2004	Voters approve Proposition 55, which authorizes the state to borrow $12.3 billion to support matching grants for school and college construction projects.
2006	Voters approve Proposition 1D, which authorizes the state to borrow $10.4 billion to support matching grants for school and college construction projects.
2006	Assembly Bill 1482 brings a bit more transparency to the process of bond sales by requiring public notice of the method of sale and other pertinent information when a district intends to issue bonds. It was introduced by Assemblyman Joe Canciamilla, and signed into law by Governor Arnold Schwarzenegger in 2006. It passed the State Senate 28-4 with eight members not voting and passed the State Assembly 68-5 with six members not voting. The revised version of the bill was supported by the California Association of County Treasurers and Tax Collectors. As introduced, this bill required that all sales of bonds by school districts occur through a competitive bid process, with specific exceptions granted in limited circumstances that would allow for a negotiated sale, if approved by the county treasurer or the State Treasurer. Opposition was strong from groups heavily involved in promoting bond measures for school construction, including California's Coalition for Adequate School Housing (C.A.S.H.), the California Public Securities Association, the Association of California School Administrators, the California Association of School Business Officials, and the Small School Districts' Association. The two largest school districts in the state - Los Angeles Unified School District and San Diego Unified School District - also opposed it. The Assembly Education Committee heard the bill but did not take action. Assemblyman Canciamilla then submitted a request to the Joint Legislative Audit Committee asking for an audit to determine to what extent true cost of issuance differed between comparable school district general obligation bond issues sold through a competitive bid process versus negotiated sale. The Audit Committee did not approve the request.Ultimately, the bill directed the state to collect additional information to get better insight on

	whether competitive bidding (as opposed to negotiated sales) provides lower costs to the bond issuer.
2007	Housing prices in some areas of the state begin a dramatic four-year drop, in some regions declining 50% from their zenith, thus reducing assessed property valuation and the tax and debt limits based on it.
2009	Assembly Bill 1388 gives local governments such as counties and cities the same authority as school districts and college districts to sell bonds at a negotiated sale for a price at, above, or below par value, under criteria already in place for educational districts. It was amended in the Senate to repeal a provision from SB 872 (1993) that prohibited a bond issue from being structured so that the maximum annual debt service payment of principal and interest to amortize the bonds never exceeds the minimum annual debt service payment by more than 10 percent. No elaboration or explanation was provided in bill analyses regarding the amendment to AB 1388. The bill text itself simply said "Section 53508.5 of the Government Code is repealed." Obviously someone knew that this restriction was hindering bond sales – especially those involving Capital Appreciation Bonds. School and college districts were selling Capital Appreciation Bonds shortly after the passage of SB 872 in 1993, but AB 1388 apparently encouraged their use at a time when educational districts found themselves unable to sell bonds for construction projects. The bill was sponsored by the California Public Securities Association and supported by the California State Association of Counties and League of California Cities. The legislative record does not indicate that any individual or organization opposed the bill or expressed concerns about it. It passed the State Senate 39-0 and passed the State Assembly 77-0.
2010	The California Association of County Treasurers and Tax Collectors supports Senate Bill 623, which would have prohibited a local agency from using a bond underwriter that also provides campaign services to pass a bond measure, and Senate Bill 1461, which would have prohibited a local agency from using a bond underwriter or a financial advisor or a legal advisor that also provides campaign services to pass a bond measure or conducts feasibility studies and polling for a potential campaign. Both of these bills failed to pass the California legislature after resistance from school and college districts and parties

	involved in bond finance and in campaigns to pass bond measures.
2010	Momentum starts in the California legislature and grows in the next six years to place another statewide bond measure on the ballot to fund school and community college construction.
2012	California political leaders find out that the Poway Unified School District sold about $100 million in non-redeemable Capital Appreciation Bonds in 2011 that will impose almost $1 billion in debt service over 40 years. Other educational districts that sold Capital Appreciation Bonds with unusually high ratios of debt service to principal are subsequently exposed.
2013	Assembly Bill 182 attempts to reign in the worst excesses of Capital Appreciation Bonds while still allowing school and college districts to use them as a debt finance tool. Assemblywoman Joan Buchanan - chairwoman of the Assembly Education Committee - introduces the bill, and it was signed into law in whittled-down form by Governor Jerry Brown in 2013.

Showing 1 to 23 of 23 entries

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	**Agenda Item: 171.806** Board Consideration of Approval of Provisional Internship Permits for 2017-18
Presenter:	Claudia Del Toro-Anguiano	**Action Item:** XX **Information Item:**

The Commission on Teacher Credentialing provides for Provisional Internship Permits (PIP) for those who do not yet have the appropriate credential. We have two teachers who have met the requirements for a PIP. Both teachers anticipate completing their credential by June 2018.

Board approval is recommended.

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	Agenda Item: 171.807 Board Consideration of Approval of Board Consideration of Approval of Declaration of Need For Fully Qualified Educators for 2017/18
Presenter:	Claudia Del Toro-Anguiano	Action Item: XX Information Item:

The Declaration of Need for Fully Qualified Educators allows the district to hire teachers with limited or emergency permits such as intern credentials when there is a shortage of fully credentialed teachers in certain subject areas or specialty areas. There is a known shortage of fully credentialed special education teachers in California. This Declaration of Need would allow us to hire prospective teachers that either possesses the intern credential, or enough units for our Personnel Credential Analyst to declare candidate "intern ready" after thorough analysis of the candidate's transcripts.

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: __2017-18__

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: **Galt Joint Union Elementary School District**   District CDS Code: **67348**

Name of County: **Sacramento**   County CDS Code: **34**

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on __07__ /__26__ /__2017__ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, __2018__ .

Submitted by (Superintendent, Board Secretary, or Designee):

Karen Schauer		**Superintendent**
Name	*Signature*	*Title*
209-745-5415	**209-744-4545**	
Fax Number	*Telephone Number*	*Date*

1018 C Street, Suite 210, Galt, CA 95632
Mailing Address

kschauer@galt.k12.ca.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____   County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____   County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ *Enclose a copy of the public announcement*
Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*
	Mailing Address	
	EMail Address	

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	2
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization:	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	2
TOTAL	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☑ No ☐

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes ☑ No ☐

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.
Teachers College of San Joaquin, National University, CSU Sacramento

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	Agenda Item: 171.808 Board Consideration of Approval of Resolution #2 Ordering The Layoff of Classified Employees	
Presenter:	Donna Mayo-Whitlock	Action Item: Information Item:	XX

Special education program needs and placements have been finalized for the 2017-18 school year. Special education learner needs, student movement and high school promotions have resulted in the elimination of 7 Special Education Instructional Assistant positions due to lack of work.

The elimination of these 7 positions will not result in current staff losing employment due to retirements and/or resignations.

Board approval is recommended.

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION # 2

RESOLUTION ORDERING THE LAYOFF OF CLASSIFIED EMPLOYEES

WHEREAS, the Galt Joint Union School District has determined that District program needs no longer necessitates service of the following positions and

WHEREAS, Section 45117 of the Education Code requires sixty (60) days notice of layoff to affected employees,

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Galt Joint Union School District that the following position shall be laid off due to lack of work effective September 25, 2017,

   Eliminate:
>   (6) 6 hour Special Ed Instructional Assistants
>   (1) 3.92 hour Special Ed Instructional Assistant

BE IT FURTHER RESOLVED that the Administration is directed to identify individual employees who by virtue of seniority must be laid off and give such persons appropriate notice of that layoff and of their reemployment rights.

PASSED AND ADOPTED on July 26, 2017, at the Regular Board meeting of the Board of Education, at the Galt Joint Union School District Office by the following vote:

      AYES:
      NOES:
      ABSTAIN:
      ABSENT:

I hereby declare under penalty of perjury that the foregoing Resolution was duly introduced, passed and adopted at the time and place noted and by vote stated.

_____
Karen Schauer
Secretary of the Board of Education

Board Meeting Agenda Item Information

Meeting Date:	7/27/17	**Agenda Item: 171.809** Board Consideration of Approval of Transportation Dispatcher Job Description	
Presenter:	Tom Barentson	**Action Item:** **Information Item:**	XX

The Galt Joint Union Elementary School District (GJUESD) and the Galt Joint Union High School District created a Transportation Service Agreement many years ago that allowed both districts to utilize the combined efforts of our Transportation employees to provide Transportation Services to all Galt preK-12 students.

Due to changes in employees over the years, we recommended approval to reinstate a job description for a Transportation Dispatcher.

Fiscal Impact: The additional job description and the resulting transfer of an employee from the High School District to the Elementary School District is revenue neutral. No additional financial resources are required as all transportation costs are shared by each district according to a mileage formula determining each District's usage of services. This cost is already budgeted.

GALT JOINT UNION SCHOOL DISTRICT

JOB TITLE: Dispatcher

DESCRIPTION OF BASIC RESPONSIBILITES:

Under the direction of the Transportation Supervisor, schedule and arrange school bus transportation needs. Will plan, schedule and dispatch pupil transportation services; provided administrative assistance in safety, operations and personnel matters in transportation services; and perform other related duties as needed.

SUPERVISOR: Transportation Supervisor

TYPICAL DUTIES (includes but not limited to):

1. Conduct annual planning for home to school transportation services; assist the Transportation Supervisor in designing routes and schedules; plan fall and summer routes and schedules.
2. Oversee dispatching of bus operators and radio contact with buses.
3. Confer with administrative personnel, drivers, site personnel, and the public on transportation services and problems.
4. Support bus operators; assume responsibility for a variety of personnel actions including participation in the selection and training of staff members.
5. Provide administrative assistance in personnel safety, accident reporting, public relations and other operational concerns.
6. Coordinate Activity Trips with district staff and assign drivers per applicable contract language.
7. Resolve schedule problems (e.g. driver absenteeism, out-of-service vehicles, etc.) for the purpose of ensuring all routes are covered.

EMPLOYMENT STANDARDS:

Knowledge of:
1. Transportation needs and operational concerns in a large school district
2. State and district policies and regulations governing bus operations
3. Principles and techniques of effective supervision
4. Scheduling and route planning techniques
5. Record keeping and reporting systems
6. Personnel rules and procedures of the District
7. California State Motor Vehicle code, the California State Education

   Code and District Policies and requirements relevant to the operation of vehicles used in transporting students

Ability to:
1. Effectively schedule and dispatch operations in a large transportation system
2. Support the work of others

3. Keep records accurately
4. Respond to emergency and problem situations
5. Establish and maintain effective working relationships with others; interact courteously and effectively with the public
6. Operate a bus or other automotive equipment safely and effectively

EDUCATION, EXPERIENCE & REQUIREMENTS:

1. High School Diploma or G.E.D.
2. Possession of current valid Class B Driver's License with Air Brake, Passenger and School Bus Endorsements, a current California Special Certificate to operate school buses and a current DL-51 Medical Certificate and other legal requirements required to operate a school bus
3. Two years of full-time experience in route planning, scheduling and fleet operations.
4. TB Clearance

PHYSICAL CHARACTERISTICS:

1. Requires light physical effort and exertion.
2. Work both inside and outside in a variety of temperatures and weather conditions.

OTHER QUALIFICATIONS:

Fingerprint clearance
Valid California Driver's License
Applicant for this position may be tested for appropriate skills prior to employment. Applicant for this position will be subject to random drug testing.

Board Approved:

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	**Agenda Item: 171.810** Board Consideration of Approval of 2017-18 Expulsion Panel Members
Presenter:	Donna Mayo-Whitlock	**Action Item:** X **Information Item:**

EC 48918(d) states that expulsion hearings may be heard by the Board, or the Board may appoint a panel of administrators to act in that capacity. The following administrators need to be formally confirmed by the Board of Trustees to serve as expulsion panel members.

Claudia Del Toro-Anguiano, Director of Curriculum

Jamie Hughes, Coordinator of Instructional Technology Integration & Innovation

Lois Yount, Principal on Special Assignment

Stephanie Simonich, Principal, Greer Elementary

Christina Homdus, Assistant Principal, Greer Elementary

Judith Hayes, Principal, Lake Canyon Elementary

Tracy Vitale, Assistant Principal, Lake Canyon Elementary

Jennifer Porter, Principal, Marengo Ranch Elementary

Kuljeet Nijjar, Assistant Principal, Marengo Ranch Elementary

Ron Rammer, Principal, McCaffrey Middle School

Julie Grandinetti, Assistant Principal, McCaffrey Middle School

Gerardo Martinez, Assistant Principal, McCaffrey Middle School

Donna Gill, Principal, River Oaks Elementary

Alison Calhoun, Assistant Principal, River Oaks Elementary

David Nelson, Principal, Valley Oaks Elementary

Laura Marquez, Assistant Principal, Valley Oaks Elementary

Board Meeting Agenda Item Information

Meeting Date: 7/27/17	**Agenda Item: 171.811** Board Consideration of Approval to Increase School Lunch Prices
Presenter: Tom Barentson Nick Svoboda	**Action Item:** XX **Information Item:**

Effective August 1, 2017 Nutrition Services proposes increases to meal and ala carte prices for the upcoming school year 2017-2018. The pricing will allow Galt Joint Union Elementary School District to be compliant with the California Department of Education for meeting average meal prices and food cost percentages. The proposed meal increases will increase Revenue. Breakfast will not require an increase until the school year 2019-2020. Lunch will not require an increase until school year 2020-2021.

Board approval is recommended.

Proposed rates:

Students   current - proposed
Breakfast $0.75 - $1.00
Lunch $1.95 - $2.25

Adult
Breakfast $2.50 - $3.00
Lunch $3.75 - $4.00

Milk $0.25 - $0.50

Fiscal Impact: Projected Increase to food services fund of $17,775.50.

Price Changes
SY 2017-2018
Nick Svoboda, Food Services Supervisor

2016-2017 Price Comparisons

	Elk Grove Unified School District	Lodi Unified School District	Arcohe School District	Oakview School District	Galt Joint Union Elementary SD
Breakfast	$1.75	$0.00	$2.00	N/A	$0.75
Lunch	$2.75	$2.50	$3.50	$2.20	$1.95
Milk	$0.50	$0.50	$0.25	$0.25	$0.25
Adult Breakfast	N/A	N/A	$3.00	N/A	$2.50
Adult Lunch	N/A	N/A	$5.00	N/A	$3.75

2017-2018 Price Increases

- *CEP sites(McCaffrey/Valley Oaks/Greer/Fairsite) to remain the same
- Non CEP sites(Lake Canyon/River Oaks/Marengo Ranch) to increase
  - Breakfast: $0.75 → $1.00
  - Lunch: $1.95 → $2.25
  - Milk: $0.25 → $0.50
- Adult/Teacher meal(All Sites) increases
  - Breakfast: $2.50 → $3.00
  - Lunch: $3.75 → $4.00

CEP: Community Eligibility Program

Increase Reasoning

▸ **Breakfast**
  ◦ Increase $0.25, will not increase again until SY 19-20
▸ **Lunch**
  ◦ Increase $0.30, will not increase again until SY 20-21
▸ **Milk**
  ◦ Increase $0.25, bring in more revenue
▸ **Adult Meals**
  ◦ Increase $0.25 breakfast & $0.50 lunch, bring in more revenue

▸ **Reimbursement Rates**
  ◦ Federal = $3.18, State = $0.22, Tax = 8.25%
    • Total = $3.69/meal

Thank You For Your Time

Board Meeting Agenda Item Information

Meeting Date: 7/27/17	**Agenda Item: 171.812** 1st Reading of Board Policy/Administrative Regulation (BP/AR) 5141.2 Suicide Prevention
Presenter: Donna Mayo-Whitlock	**Action Item:** **Information Item:** **1st Reading:** XX

This is a 1st Reading of BP/AR 5141.2 Suicide Prevention.

The attached policy and regulation reflects **NEW LAW** (AB 2246, 2016) which mandates districts serving grades 7-12 to adopt policy on suicide prevention, intervention, and postvention by the beginning of the 2017-18 school year.

Implementation of the policy includes training to be provided to teachers on suicide awareness and prevention. It must also specifically address the needs of high-risk student groups.

To assist districts in developing policies and administrative regulations that fulfill this mandate, California Schools Board Association (CSBA) has updated BP/AR 5141.52 - Suicide Prevention.

The policy has been reviewed by district leadership, social workers, counselors and Sacramento County Office of Education (SCOE) mental health staff.

Galt Joint Union ESD

Board Policy
Suicide Prevention

BP 5141.52
Students

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1.   Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2.   Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3.   Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

SUICIDE PREVENTION (continued)

4.   The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5.   Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6.   Crisis intervention procedures for addressing suicide threats or attempts

7.   Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference: (see next page)

SUICIDE PREVENTION (continued)

Legal Reference:
 EDUCATION CODE
 215 Student suicide prevention policies
 32280-32289 Comprehensive safety plan
 49060-49079 Student records
 49602 Confidentiality of student information
 49604 Suicide prevention training for school counselors
 GOVERNMENT CODE
 810-996.6 Government Claims Act
 PENAL CODE
 11164-11174.3 Child Abuse and Neglect Reporting Act
 WELFARE AND INSTITUTIONS CODE
 5698 Emotionally disturbed youth; legislative intent
 5850-5883 Mental Health Services Act
 COURT DECISIONS
 Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:
 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
 Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
 CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
 School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
 NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
 Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015
 U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
 Preventing Suicide: A Toolkit for High Schools, 2012
 National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
 WEB SITES
 American Association of Suicidology: http://www.suicidology.org
 American Foundation for Suicide Prevention: http://afsp.org
 American Psychological Association: http://www.apa.org
 American School Counselor Association: http://www.schoolcounselor.org
 California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
 California Department of Health Care Services, Suicide Prevention Program:
 http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
 Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
 National Association of School Psychologists: http://www.nasponline.org
 National Institute for Mental Health: http://www.nimh.nih.gov
 Trevor Project: http://thetrevorproject.org
 U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
 Administration: http://www.samhsa.gov

Policy GALT JOINT UNION SCHOOL DISTRICT
adopted:

Galt Joint Union ESD
Administrative Regulation
Suicide Prevention

AR 5141.52(a)
Students

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

SUICIDE PREVENTION (continued)

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

SUICIDE PREVENTION (continued)

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1.	Immediately securing medical treatment and/or mental health services as necessary

2.	Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3.	Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4.	Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

SUICIDE PREVENTION (continued)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

SUICIDE PREVENTION (continued)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation GALT JOINT UNION SCHOOL DISTRICT
approved:

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	Agenda Item: 171.813
		Board Consideration of Approval of Superintendent Contract for a Period of Three (3) Years Beginning the First (1st) Day of July 2017, and ending on the Thirtieth (30th) Day of June, 2020 to include a 2% Salary Increase Retroactive to the First (1st) Day of July 2016
Presenter:	Karen Schauer	**Action Item:** XX
		Information Item:

Dr. Karen Schauer is completing her tenth year as GJUESD Superintendent. The multi-year contract has been updated to reflect an employment period from July 2017 through June 2020.

The contract has been reviewed and updated by Chris Keiner, Attorney, with salary adjustment calculations confirmed by Tom Barentson, Director of Business Services.

The revised contract in the board packet is followed by the previous contract that has been annually reviewed and updated by the GJUESD Board of Trustees since spring 2008.

The revised contract reflects:
1. Multi-year contract period through June 30, 2020 (Term: Section 1)

2. Salary increase of 2% retroactive to July 1, 2016.

3. New, updated evaluation language (Section 5), recommended by legal counsel to conform to current law.

<div align="center">
Galt Joint Union School District
SUPERINTENDENT'S CONTRACT
</div>

THIS AGREEMENT is made this 26th day of July, 2017 by and between the Governing Board of the Galt Joint Union School District (**"District" or "Board")** and Dr. Karen Schauer (**"Superintendent"**).

1. **TERM**
   District hereby employs Superintendent for a period of three (3) years beginning the first (1st) day of July, 2017, and ending on the thirtieth (30th) day of June, 2020, subject to the terms and conditions set forth below. The Superintendent's work year shall be 225.

2. **SALARY**
   The Superintendent's annual salary for 225 work days shall be One Hundred Sixty Thousand Four Hundred and Ninety-One Dollars ($160,491) per year payable in twelve (12) equal installments. **This annual salary will be retroactive to July 1, 2016.** In addition to the annual salary commencing July 1, 2017, the Superintendent shall receive certificated management honorariums for her Masters Degree ($1,000), Doctorate Degree ($1200), and longevity (4% earned after the 24th year).

   The Board reserves the right to change the Superintendent's salary for any year of this contract with the mutual written consent of the Superintendent and the Board. A change in salary shall not constitute the creation of a new contract nor extend the termination date of this Agreement.

3. **SUPERINTENDENT'S DUTIES**
   a. **General Duties -** The Superintendent is hereby employed as District Superintendent and shall perform the duties of District Superintendent as prescribed by the laws of the State of California and the District's job description for Superintendent. The Superintendent shall have primary responsibility for execution of Board policy and responsibility for the duties prescribed by Education Code section 35035. The Superintendent shall be the Board's chief executive officer.

   b. **Personnel Matters -** The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters, including employment, assignment, transfer and dismissal of employees.

   c. **"Employment Duties and Obligations"** - The Superintendent, as the chief executive officer, shall: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of sources of funds that might be available to implement present or contemplated district programs;

   (4) assume responsibility for those duties specified in Education Code section 35250; (5) endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate professional publications; (6) establish and maintain positive community, staff and Board relations; (7) serve as liaison to the Board with respect to all matters of employer-

employee relations and make recommendations to the Board concerning those matters; (8) recommend to the Board District goals and objectives; (9) unless unavoidably detained, attend all regular, special and closed session meetings of the Board.

10) The Board, individually and collectively, shall refer all criticisms, complaints and suggestions called to its/their attention to the Superintendent for study and recommendation. 11) The Board agrees that it shall work with Superintendent in a spirit of cooperation and teamwork and shall provide Superintendent with periodic opportunities to discuss Board/Superintendent relationships. Whenever it is deemed desirable by either a majority of the Governing Board, or by the Superintendent, an outside advisor will be mutually selected by the Board and Superintendent, to facilitate discussion of the relationships of the Board and Superintendent.

4. **OUTSIDE PROFESSIONAL ACTIVITIES**
By prior approval of the Board, the Superintendent may undertake for consideration outside professional activities, including consulting, speaking and writing. The Superintendent's outside professional activities shall not occur during regular work hours. In no event will the Board be responsible for any expenses attendant to the performance of such outside activities.

5. **EVALUATION**
The Board may evaluate and discuss the performance of Superintendent at any time during the term of this Agreement. However, regular evaluations shall be scheduled each year in November and March. If the Board determines that the performance of the Superintendent is unsatisfactory, the Board shall communicate its evaluation to the Superintendent, meet and discuss the content of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation.

Should the Superintendent receive a satisfactory evaluation pursuant to the Agreement, this Agreement will be automatically extended by one additional year effective July 1 of the subsequent school year, provided that at no time shall the term of this Agreement exceed three (3) years.

6. **TERMINATION OF CONTRACT**
   a. **Mutual Consent -** This agreement may be terminated at any time by mutual consent of the Board and the Superintendent.

   b. **Nonrenewal of Agreement by the District** - The Board may elect not to renew this Agreement for any reason by providing written notice to the Superintendent in accordance with Education Code Section 35031.

   c. **Status as a Certificated Employee -** The Superintendent has achieved permanent status in the district as a certificated employee and shall retain the rights to that status should she be terminated from the Superintendent's position.

   d. **Termination of Superintendent for Cause -** The Superintendent's status as Superintendent and all of the Superintendent's rights under this Agreement may be

terminated by the Board at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Superintendent's failure to perform her responsibilities as set forth in this Agreement, as defined by law, or as specified in the Superintendent's job description, if any. The Board shall not terminate this Agreement pursuant to this paragraph (d) until a written statement of the grounds for termination has first been served upon the Superintendent. The Superintendent shall then be entitled to a conference with the Board at which time the Superintendent shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be the Superintendent's exclusive right to any hearing otherwise required by law.

e. **Early Termination** - The Board unilaterally and without cause may terminate this Agreement and the Superintendent's status as Superintendent. In consideration of the Board's right to terminate this Agreement without cause, the District shall pay to the Superintendent the then current salary and health benefits pursuant to the limitation of Government Codes 53260 and 53261.

f. Reimbursement by Superintendent to the District: If this Agreement is terminated, any cash settlement related to the termination that Superintendent may receive from the Governing Board shall be fully reimbursed to the Governing Board if Superintendent is convicted of a crime involving an abuse of her office or position as defined by Government Code Section 53243.4.

g. If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide paid leave salary to Superintendent pending an investigation, said paid leave salary shall be fully reimbursed by the Superintendent to the Governing Board if Superintendent is convicted of a crime involving an abuse of her office or position as defined by Government Code Section 53243.4.

h. If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide for payment of funds for the legal criminal defense of Superintendent, said funds paid for her legal criminal defense shall be fully reimbursed by the Superintendent to the Governing Board if Superintendent is convicted of a crime involving an abuse of her office or position as defined by Government Code Section 53243.4.

7. **BENEFITS**

Health: The Superintendent shall be afforded the Health/Life benefits offered to other management employees, (effective July 1, 2017 $600.00 per month).

The Superintendent shall receive $50,000 in Term Life Insurance coverage ($30,000 as a certificated employee and an additional $20,000 as a District Administrator).

Professional Development: ACSA expenses including attendance at the State Superintendents' Conference shall be paid by the District. Executive Leadership coaching shall be supported by the district.

Service Organization Membership: The Board may grant payment or reimbursement for expenses in an amount up to $500.00 per year in a local service organization.

8.   AUTOMOBILE EXPENSES
In the event that the Superintendent is required to use her private automobile for school business, she shall be reimbursed at the current cost per mile paid by the District.

9.   SICK LEAVE
The Superintendent shall be allocated fourteen (14) days of sick leave annually.
This leave may be accumulated indefinitely.

10.   VACATION
The Superintendent will earn twenty-two (22) vacation days per year. Vacation earned during one (1) fiscal year must be taken prior to December 31st of the next school year. All other vacation leave language will be the same as twelve (12) month management positions.

11.   HOLIDAYS
The Superintendent will be granted fourteen (14) paid holidays per fiscal year in accordance with other twelve (12) month management positions.

12.   ANNUAL REPORTING REQUIREMENT
The Superintendent shall report to the Board in writing on an annual basis her use of sick leave and number of days worked.

13.   EXPENSE REIMBURSEMENT
The District shall reimburse the Superintendent for actual and necessary expenses incurred by the Superintendent within the scope of her employment so long as such expenses are permitted by District policy incurred with prior approval of the Board.

14.   INDEMNITY
In accordance with the provisions of Government Code §825 and 995, the District shall defend the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in Superintendent individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within the scope of employment.

Upon retirement or separation from the district, the Superintendent will continue to be indemnified for any actions taken against him/her related to his/her role as the Superintendent.

15.   GENERAL PROVISIONS
   a.   Governing Law - This agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California.

SUPERINTENDENT'S CONTRACT

b. **Entire Agreement** - This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

c. **No Assignment** - The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. **Seniority** - The Superintendent shall not be considered a school site administrator for purposes of Education Code section 44956.5.

e. **Modification** - This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by written instrument executed by both parties.

_____
Kevin Papineau, President
Board of Trustees of the Galt Joint
Union School District
Sacramento County, California

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will conflict with the terms of this employment agreement.

I hold legal and valid administrative and teaching credentials each of which is recorded in the Office of the Superintendent of Schools of Sacramento County. I further certify that I meet the qualifications of Education Code Section 35028.

Dated:_____   _____
Superintendent

Galt Joint Union School District
SUPERINTENDENT'S CONTRACT

THIS AGREEMENT is made this 22nd day of June, 2016 by and between the
Governing Board of the Galt Joint Union School District (**"District" or "Board"**) and Dr.
Karen Schauer (**"Superintendent"**).

1. **TERM**
   District hereby employs Superintendent for a period of three (3) years beginning
   the first (1st) day of July, 2016, and ending on the thirtieth (30th) day of June,
   2019, subject to the terms and conditions set forth below. The Superintendent's
   work year shall be 225.

2. **SALARY**
   The Superintendent's annual salary for 225 work days shall be One Hundred Fifty
   Seven Thousand Three Hundred Forty-Four Dollars ($157,344) per year payable
   in twelve (12) equal installments. **This annual salary will be retroactive to July
   1, 2015.** In addition to the annual salary commencing July 1, 2016, the
   Superintendent shall receive certificated management honorariums for her
   Masters Degree ($1,000), Doctorate Degree ($1200), and longevity (4% earned
   after the 24th year).

   The Board reserves the right to change the Superintendent's salary for any year of
   this contract with the mutual written consent of the Superintendent and the Board.
   A change in salary shall not constitute the creation of a new contract nor extend
   the termination date of this Agreement.

3. **SUPERINTENDENT'S DUTIES**
   a. **General Duties -** The Superintendent is hereby employed as District
      Superintendent and shall perform the duties of District Superintendent as
      prescribed by the laws of the State of California and the District's job
      description for Superintendent. The Superintendent shall have primary
      responsibility for execution of Board policy and responsibility for the duties
      prescribed by Education Code section 35035. The Superintendent shall be
      the Board's chief executive officer.

   b. **Personnel Matters -** The Superintendent shall have primary responsibility in
      making recommendations to the Board regarding all personnel matters,
      including employment, assignment, transfer and dismissal of employees.

   c. **"Employment Duties and Obligations"** - The Superintendent, as the chief
      executive officer, shall: (1) review all policies adopted by the Board and make
      appropriate recommendations to the Board; (2) periodically evaluate or cause
      to be evaluated all District employees; (3) advise the Board of sources of
      funds that might be available to implement present or contemplated district
      programs;

      (4) assume responsibility for those duties specified in Education Code section
      35250; (5) endeavor to maintain and improve her professional competence by all
      available means, including subscription to and reading of appropriate professional
      publications; (6) establish and maintain positive community, staff and Board
      relations; (7) serve as liaison to the Board with respect to all matters of employer-

employee relations and make recommendations to the Board concerning those matters; (8) recommend to the Board District goals and objectives; (9) unless unavoidably detained, attend all regular, special and closed session meetings of the Board.

10) The Board, individually and collectively, shall refer all criticisms, complaints and suggestions called to its/their attention to the Superintendent for study and recommendation. 11) The Board agrees that it shall work with Superintendent in a spirit of cooperation and teamwork and shall provide Superintendent with periodic opportunities to discuss Board/Superintendent relationships. Whenever it is deemed desirable by either a majority of the Governing Board, or by the Superintendent, an outside advisor will be mutually selected by the Board and Superintendent, to facilitate discussion of the relationships of the Board and Superintendent.

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5. **EVALUATION**
The Board may evaluate and discuss the performance of Superintendent at any time during the term of this Agreement. However, regular evaluations shall be scheduled each year in November and March. If the Board determines that the performance of the Superintendent is unsatisfactory, the Board shall communicate its evaluation to the Superintendent, meet and discuss the content of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation.

Should the Superintendent receive a satisfactory evaluation pursuant to the Agreement, or should the Superintendent not receive a formal evaluation by August 1 of any school year, this Agreement will be automatically extended by one additional year effective July 1 of the subsequent school year, provided that at no time shall the term of this Agreement exceed three (3) years.

6. **TERMINATION OF CONTRACT**
   a. **Mutual Consent** - This agreement may be terminated at any time by mutual consent of the Board and the Superintendent.

   b. **Nonrenewal of Agreement by the District** - The Board may elect not to renew this Agreement for any reason by providing written notice to the Superintendent in accordance with Education Code Section 35031.

   c. **Status as a Certificated Employee** - The Superintendent has achieved permanent status in the district as a certificated employee and shall retain the rights to that status should she be terminated from the Superintendent's position.

   d. **Termination of Superintendent for Cause** - The Superintendent's status as

Superintendent and all of the Superintendent's rights under this Agreement may be terminated by the Board at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Superintendent's failure to perform her responsibilities as set forth in this Agreement, as defined by law, or as specified in the Superintendent's job description, if any. The Board shall not terminate this Agreement pursuant to this paragraph (d) until a written statement of the grounds for termination has first been served upon the Superintendent. The Superintendent shall then be entitled to a conference with the Board at which time the Superintendent shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be the Superintendent's exclusive right to any hearing otherwise required by law.

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d.   **Seniority** - The Superintendent shall not be considered a school site administrator for purposes of Education Code section 44956.5.

e.   **Modification** - This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by written instrument executed by both parties.

Kevin Papineau, President
Board of Trustees of the Galt Joint
Union School District
Sacramento County, California

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will conflict with the terms of this employment agreement.

I hold legal and valid administrative and teaching credentials each of which is recorded in the Office of the Superintendent of Schools of Sacramento County. I further certify that I meet the qualifications of Education Code Section 35028.

Dated: June 22, 2016

Superintendent

Board Meeting Agenda Item Information

Meeting Date:	7/26/17	Agenda Item: 171.814 Board Consideration of Approval to Change the Following Regular Board Meeting Dates: ▪ November 22, 2017 to <u>November 15, 2017</u> ▪ March 28, 2017 to <u>March 21, 2017</u>
Presenter:	Karen Schauer	**Action Item:** XX **Information Item:**

Regular board meetings are held on the fourth Wednesday of each month.
We are requesting to change 2 regular board meeting dates during the 2017-18 school year due to the Thanksgiving holiday and spring break.

The November regular meeting is November 22, 2017. The Thanksgiving holiday is November 23rd. The district requests to hold the meeting on:
<u>Wednesday, November 15th</u>.

The March regular meeting is March 28, 2017. Spring Break is March 26-30. The district requests to hold the meeting on:
<u>Wednesday, March 21st</u>.

The Sacramento County Office of Education (SCOE) sets a 15-day time period that district's may hold their December Annual Organizational Meeting. This meeting must be selected by the governing board at its regular meeting held in November. (The anticipated date of the December Annual Organizational Meeting is December 6th.)

Galt Joint Union Elementary School District

2017-2018 SCHOOL CALENDAR

July-17

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

August-17

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September-17

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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24	25	26	27	28	29	30

October-17

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22	23	24	25	26	27	28
29	30	31				

November-17

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December-17

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17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

January-18

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21	22	23	24	25	26	27
28	29	30	31			

February-18

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11	12	13	14	15	16	17
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25	26	27	28			

March-18

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25	26	27	28	29	30	31

April-18

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May-18

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June-18

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend:

- New Teacher Work Days- Aug. 10 & 11
- Teacher Work Day-Aug. 14, 15 & 16
- Professional Learning Days- Sept. 5, Oct. 23 & April 16 (no students)
- First Day of School - Aug. 17, 2017
- Last Day of School - June 8, 2018
- Minimum Day Nov. 3, Dec. 15, March 2 & June 8
- PLP Check-In Oct. 12 & 13
- Legal Holidays - July 4, Sept. 4, Nov. 11, Nov. 23, Dec. 25, Jan. 1, Jan. 15, Feb.12, Feb. 19, May 28
- School not in session-Sept. 4, Nov. 10, Nov 20 -24 Dec. 18 - Jan. 2, Jan. 15, Feb. 12 & 19, March 26-April 2, May 28

Galt Joint Union School District
2017- 2018 School Calendar

Schools Sites & District Office	Dates to Remember

Schools Sites & District Office

District Office
1018 C Street, Suite 210
Galt, CA 95632
(209) 744-4545

Fairsite Preschool
902 Caroline Street
Galt, CA 95632
(209) 745-2506

Lake Canyon Elementary School
800 Lake Canyon Avenue
Galt, CA 95632
(209) 744-5200

Marengo Ranch Elementary School
1000 Elk Hills Drive
Galt, CA 95632
(209) 745-5470

Robert L. McCaffrey Middle School
997 Park Terrace Drive
Galt, CA 95632
(209) 745-5462

River Oaks Elementary School
905 Vintage Oak Avenue
Galt, CA 95632
(209) 745-4614

Valley Oaks Elementary School
21 C Street
Galt, CA 95632
(209) 745-1564

Vernon E. Greer Elementary School
248 West A Street
Galt, CA 95632
(209) 745-2641

Dates to Remember

Date	Event
August 10 & 11, 2017	New Teacher Workdays
August 14 -16, 2017	Teacher Workdays - no students
August 17, 2017	First day of school
September 4, 2017	Labor Day
September 5, 2017	Professional Learning Day – no students
October 23, 2017	Professional Learning Day - no students
October 12-13, 2017	PLP Check-Ins. Minimum day (1-8th)
November 3, 2017	End of 1st trimester - minimum day (TK - 8th)
November 10, 2017	Veterans Day observance (school not in session)
November 13 - 17, 2017	Parent Conferences -Minimum day (1 - 8th)
November 23, 2017	Thanksgiving Day
November 20 - 24, 2017	Thanksgiving Break
Dec. 15, 2017	Minimum day (TK-8th grades)
Dec. 18 - Jan. 2, 2018	Winter Break
January 1, 2018	New Year's Day
January 15, 2018	Martin Luther King, Jr. Day
February 12, 2018	Lincoln's Birthday observance
February 19, 2018	President's Day
March 2, 2018	End of 2nd Trimester – minimum day (TK - 8th)
March 26 - April 2, 2018	Spring Break
April 16, 2018	Professional Learning Day – no students
May 28, 2018	Memorial Day
June 1, 2018	Last day of Preschool
June 8, 2018	End of 3rd Trimester
June 8, 2018	Last day of school –minimum day (TK-8)