Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

ARISE High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan (SPSA)
- ✓ Submitted Measure N Budget for 2017-18
- ✓ Submitted Measure N Self Assessment
- ✓ Submitted Measure N Presentation
- ✓ Submitted Program of Study
- ✓ Presented to Measure N Commission

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program ([Measure N Self Assessment](#)) - Rigorous Academics Integrated in Pathway - Integrated Students Supports - Work Based Learning - Industry Theme and CTE Sequence	**Score: 1** **Rationale:** Pathways score a minimum of 1 (Beginning & Designing) on all categories			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**
Implementation and Progress Monitoring - Work plan Identifies how key stakeholder groups will be involved in implementation of the plan, how they will be supported, and accountability structures for ensuring quality implementation - Work plan leads to cycles of inquiry and continuous improvement for the school community - Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support key goals and strategies - Work plan is embedded into a well articulated team structure for the school site to distribute leadership	**Score: 2** **Rationale:** - There is no clear evidence of how distributive leadership will occur in pathway development - There is no clear action plan as to what steps will be taken to			

across the school community ● The school/pathway has developed a plan and procedures for entering into a cycle of continuous improvement with leadership and pathway teams charged with implementing the plan ● A clear cycle of continuous improvement is embodied in the focus on Design, Continuous Improvement of Signature Practices, and Instructional Strategies that are the foci for the school site's SPSA	ensure pathway development
Coherence (Measured by alignment of plan) ● Site leadership is redesigning larger school structures, systems, and processes to support quality pathway development ● Site leadership and staff understand pathway development plans and the role they play in ensuring the implementation of these plans	**Score: 1** **Rationale:** ● School site has stated the need to re-evaluate pathway theme and pathway development ● School site has stated the majority of pathway development work has been the responsibility of the principal ● The master schedule has been named as a barrier to expanding course offerings and strategies to address this barrier have not been incorporated ● There is no clear evidence that there is full staff buy in of Linked Learning and pathways as the work has predominantly been held by the principal ● Students have expressed the interest in hands-on learning experiences and it doesn't appear to be incorporated into the plan
Root Causes for Outcomes ● Review of Measure N outcome data analysis that must address all 6 areas for reflection including cohort graduation rates, dropout rates, A-G rates, students who are not on track to graduation because they have D's and F's, student attrition, climate and culture indicators. ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. ● Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. ● Data includes Measure N Self-Assessment (rubric) against categories of Linked Learning Pathway Design criteria	**Score: 1** **Rationale:** ● The root cause for the Graduate Outcomes challenge is the master schedule and there is no evidence that this root cause is being addressed through the strategies or the work moving forward ● The root cause for the challenge of Post-Secondary Readiness seems unclear and it appears that work was done this year to understand how alumni felt they were prepared and there is no evidence as to what was learned from this work ● The root cause for the challenge of Climate and Culture is unclear and it appears that there is an opportunity to address a higher leverage challenge of staff turnover or chronic absenteeism ● The root cause for the challenge of Rigorous Academics is unclear and the challenge appears to focus on preparing students to take tests, there appears to be a higher leverage challenge of supporting 9th grade transition ● The root cause for the challenge of Pathway Development demonstrates an opportunity for further inquiry on staff buy-in and understanding of how pathway work is integrated into their work
Clear Theory of Action	**Score: 1**

● Design Team has articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies. ● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other.	**Rationale:** ● Theory of action is unclear
Strategies ● Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomes ● Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. ● The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year.	**Score: 2** **Rationale:** ● Some strategies have the potential of meeting the purpose and outcomes of Measure N but due to the need to re-evaluate pathway theme it appears some foundational work must happen first before these strategies can be operationalized ● Professional development of teachers does not include Linked Learning and it appears as a need that should be addressed ● There appears to still be a need to integrate the pathway theme and CTE industry based standards and there is no evidence of strategies that will support that work
Reflection and Continuous Improvement ● Annually reviews and revises pathway-specific student learning outcomes in light of data on student performance and to ensure continued alignment with current expectations for college and career readiness and industry standards ● Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment ● Engages students, parents, and community members in the review and revision process ● Reviews all available disaggregated data on student performance and progress on at least a quarterly basis to identify areas of pathway strength and areas needing improvement ● Analyzes the impact of action items and develop an Implementation/Progress Monitoring plan to review at least semi-annually	**Score: 1** **Rationale:** ● There is no clear evidence that pathway curriculum, instruction, and assessment has occurred ● The school site has highlighted the need to re-evaluate their pathway theme and vision

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	**Complaint & Aligned** **4**	**Compliant Partially Aligned** **3**	**Non-Compliant** ● Supplanting ● Not Allowable **2**	**Missing** **1**
Budget ● Expenditures must be clearly in support of and come from the logical thruline that is evident in the Education Improvement Plan (SPSA) ● Expenditures should support and align to specific parts of your SPSA to support students and pathway development. All students receive benefit from Measure N Funding with the resources following the students directly students identified in the root cause analysis. ● Expenditures should support the Theory of Action, should address the Root Cause Analysis, and	**Score: 2** **Rationale:** ● Expenditures are predominantly allocated to programmatic elements and staff salary that should be covered by the school site			

should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N ● Budget provides clear resources that are embodied in the school/pathways master schedule in clearly articulated ways. ● Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support it ● Expenditures must be used to supplement (increase the level of services) and not supplant (replace) funds from any sources ● Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available ● Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school	● There is not sufficient justification provided to demonstrate the alignment to the purpose of Measure N ● Plan demonstrates the need to develop key pillars of Linked Learning and Measure N funds aren't being strategically allocated to support this work

Final Staff Recommendation	Funding

Probationary
Measure N Education Improvement Plan (SPSA) demonstrates school site needs to develop key conditions required for quality pathway development and/or needs to develop the key pillars of Linked Learning.
 	
Sites will be expected to allocate funding to one of the Support Providers listed below in order to receive direct support and guidance in the pathway development process.
 	
Required Support Providers:
● Hire a .5 FTE Pathway Coach to support Pathway Development
   ○ Pathway Coach is required to participate in OUSD Pathway Coaches' Community of Practice
● Hire a consultant that supports Linked Learning Pathway Development
   ○ ConnectEd
   ○ Linked Learning Alliance
   ○ CCASN
   ○ Career Ladders
   ○ Pivot Learning Partners
 	
1. Sites will be expected to present to the Measure N Commission in the fall on their action plan, updated Measure N Education Improvement Plan (SPSA), and progress.
2. Site will be prioritized by the Measure N Commission for a follow up site visit during the year.
	Full Funding* ($850 per student)
	*Sites will receive Full Funding during the 1 Year of Probationary status.
	
	Sites will be expected to have addressed the areas of growth by the end of the 1 Year of Probationary status and must demonstrate this during the annual May presentations to the Measure N Commission.
	
	Sites that do not follow the process outlined above will be re-evaluated in May 2018 and will receive Planning Grant Funding.

Measure N Commission Recommendation*:

On June 20th, 2017 the Measure N Commission voted 5-0 to move the schools from "Probationary" to "Planning" for the 2017-18 school year based on the progress made, observations, site visits, and presentations over the past two years. The Measure N Commission requested that the staff adjust the per pupil allocation for the school to $200 per student. The remaining balance of funding ($650) would be held in the school reserve to be used the 2018-19 school year. The Commission agreed with the feedback included within the report and agreed to forward this recommendation to the governing board for final approval.

Measure N Commission Final Recommendation to School Board	Funding
Planning	**$200 per student**

Strengths:
- School leadership is aware of current pathway development status and is open to moving the work forward
- Student interest and ask for hands on experiences are aligned to the experience that a career pathway could provide

Key Questions:
- How do you imagine incorporating Linked Learning pathways into the instructional core?
- A challenge listed was teacher turnover, what is the root cause of this challenge?
- A challenge listed is supporting 9th graders who are already off track, what is the root cause of this challenge?
- Master schedule was listed as a root cause, how do you plan to address this challenge to ensure that pathway development can occur?
- How do you plan to ensure that the pathway development work does not become only the work of the Pathway Coordinator?
- How will you ensure that pathway work incorporates college and career?

Possible Supplanting:
- Dean of STEM
- Development of 9th grade numeracy course
- Numeracy Teacher
- Project Engage

Next Steps:

What	Suggested Lead	Deliverable	Date
Hire a required support provider as listed above	Principal	Support provider role	Fall 2017
Reallocation of Measure N funds from programmatic expenditures that should be covered by the school site to expenditures that support specific pathway development and pathway buy-in	Principal and Design Team	Revised Budget	June 30th
Revise Measure N budget to ensure transparent alignment to purpose of Measure N and to ensure specific dollar amounts for all expenditures	Principal and Design Team	Revised Budget	June 30th
Re-present updated Measure N Education Improvement Plan to the Measure N Commission	Principal and team of teachers	Presentation Updated SPSA	Fall 2017
Develop clear action plan for 2017-18 that will support a clear pathway theme, quality pathway buildout, curriculum development, and teacher buy-in	Design Team	Action Plan	Summer 2017

Update Program of Study to reflect 2017-18	Principal and Design Team	Updated Program of Study	Fall 2017