



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File-ID No. 19-0736

ARISE High School

Checklist of Required Elements:

- Submitted Measure N Education Improvement Plan (SPSA)
- Submitted Measure N Budget for 2018-19
- Completed Measure N Self Assessment
- Silver Certification Status (Pending)
- Answered Measure N Commission Questions
- Met All Probationary School Deliverables

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 the 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) <ul style="list-style-type: none"> ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Pathways score a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on Measure N Self Assessment ● There is evidence of key pillars of Linked Learning pathways ● There is evidence that school is working on improving the integration of CTE and their instructional core next year thru the implementation of CTE standards in core content classes and collaborative projects ● School has clearly defined theme of public health ● School has demonstrated larger staff buy in of Linked Learning as pathway development work has been distributed to a team with the leadership transition occurring ● Work-Based Learning pillar is currently an area with the most growth and plan shows awareness of this <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● Onboarding for new leadership will be key to work towards continuity in pathway development ● Continued support from pathway consultant will be key to continuity in pathway development ● Integration of industry professionals as new professional development 			



	<p>strategies are implemented next year to ensure alignment</p> <ul style="list-style-type: none"> Onboarding of Work-Based Learning Liaison and leveraging industry partners to ensure Work-Based Learning strategies are implemented next year
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Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Needs Assessment: <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i></p> <ul style="list-style-type: none"> Data Analysis: 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, and climate and culture indicators Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined Effective Strategies: Goals 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 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> School is reflective on disaggregated student outcomes and provides root causes for challenges that are named School is reflective in providing strategies that will be implemented next year and how it can address the root causes of the challenges named <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Assess impact of strategies implemented particularly for suspension rates of African American students and students with IEPs Assess impact of the changes in master schedule on student outcomes like On Track to Graduate 			
<p>Schoolwide Enabling Conditions <i>The school has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development</i></p> <ul style="list-style-type: none"> Self-assessment provides evidence that justifies the scores Site leadership and staff have identified areas of growth for the pathway development plans and the role they play in ensuring the implementation of these plans Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers Goals 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 Alignment between schoolwide goals and Measure N priorities is evident Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> School is reflective of major leadership transitions and has provided information on strategies to mitigate impact on pathway development such as “coaching CTE teacher to take on lead of onboarding teachers, board taking over with advisory board” and communication with all stakeholders School is aware of the need to onboard new leadership and continues to invest in pathway consultant to mitigate impact Proposed Measure N budget is reflective of strategies that will be implemented to address the areas of growth named in plan 			



<p>goals and strategies</p>	
<p>Rigorous Academics & Career Technical Education <i>The school has thoughtfully analyzed the development of the Rigorous Academic and Career Technical Education Linked Learning Pillars and has determined areas of growth to further develop and integrate the pillars</i></p> <ul style="list-style-type: none">• Self-assessment provides evidence that justifies the scores• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars• The plan identifies how key stakeholder groups will be involved in the implementation of the plan• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has provided evidence of progress made this year that address previously provided feedback such as the “convening of an advisory board” to ensure pathway theme alignment• School has provided specific strategies that will be implemented next year to address areas scored lower such as “all core classes will have CTE standards embedded in the curriculum to match the collaborative projects” for the development of the Integrated Core• Proposed Measure N budget demonstrates expenditures that will lead to the goals which are aligned to the build out of Rigorous Academics and CTE
<p>Work-Based Learning <i>The school has thoughtfully analyzed the development of the Work-Based Learning Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar</i></p> <ul style="list-style-type: none">• Self-assessment provides evidence that justifies the scores• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar• Alignment between schoolwide goals and Measure N priorities is evident• The plan identifies how key stakeholder groups will be involved in the implementation of the plan• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has provided evidence of progress made this year that addresses previously provided feedback such as being “able to pilot career fairs and with more than senior class, which helped more than 50% of the class to be hired on the spot”• School has provided specific strategies that will be implemented next year to address feedback provided and areas self assessed as needing further development such as “student experiences with WBL will be divided by grade level, all building on each other to support their senior capstone project”• Proposed Measure N budget demonstrates expenditures that will lead to the goals which are aligned to the build out and integration of Work-Based Learning
<p>Comprehensive Student Supports <i>The school has thoughtfully analyzed the development of the Comprehensive Student Supports Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar</i></p> <ul style="list-style-type: none">• Self-assessment provides evidence that justifies the scores• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators• The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• School has provided evidence of progress made this year that demonstrates development and integration of this pillar such as “Dual enrollment courses and community partnerships have been successfully updated to better match our pathway theme”• School has provided specific strategies that will be implemented next year to support students with more needs and to continue to support student transitions such as “still working on what types of industry certifications we can our students upon graduation”



<ul style="list-style-type: none"> equitable student outcomes and building the Comprehensive Student Supports Pillar The plan identifies how key stakeholder groups will be involved in the implementation of the plan Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<ul style="list-style-type: none"> Proposed Measure N budget demonstrates expenditures that will lead to the goals which are aligned to the build out of this pillar and address subgroups identified in the Needs Assessment
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Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget <i>The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p> <ul style="list-style-type: none"> Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA) Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning Expenditures should support the Theory of Action, should address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N 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 The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources 			



Final Recommendation

Probationary - Full Implementation, \$850 per pupil

*School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning
School is actively developing the integration of all four pillars and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)*

**Measure N Funding Recommendations for probationary schools were presented December 2018, approved January 2019 by the Measure N Commission, and approved March 2019 by OUSD Board of Education as part of the Probationary School process.*

Strengths:

- Measure N Education Improvement Plan (SPSA) demonstrates coherence overall and demonstrates the integration of Linked Learning pillars
- School is reflective and intentional about mitigating impact of larger systems changes and has demonstrated being proactive
- School has demonstrated growth in largest areas of concern that determined probationary status initially

Key Questions:

- How can you leverage your Pathway Students Ambassadors as an engagement opportunity for African American students and students with IEPs?
- With the onboarding of new leadership at such a critical point in pathway development for your school, how will you progress monitor along the way to ensure fidelity and continuity of the pathway development work?

Next Steps:

What	Suggested Lead	Deliverable	Date
2019-20 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2019
2019-20 Probationary School Process <i>including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2019
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided