Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0936

Rudsdale 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
- ✓ Submitted Measure N Data Slides
- ✓ Answered Measure N Commission Questions

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: 3** **Rationale:** ● Evidence pathway is on track to developing out all four pillars of a comprehensive pathway program			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**
Needs Assessment: *School has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action* ● 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	**Score: 4** **Rationale:** ● Evidence of deep reflection and analysis of key issues impacting student achievement ● Effective Strategies align to analysis of key issues and Measure N outcomes ● Clear data analysis			

● 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	● Clear measurable goals aligned to the analysis of key issues
Schoolwide Enabling Conditions *School has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development* ● Self assessment provides evidence that justifies the scores ● Site leadership and staff has 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 clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 4** **Rationale:** ● Clear evidence that supports the pathway self-assessment scores ● Clear alignment between schoolwide goals and Measure N priorities ● Clear evidence site leadership has involved all stakeholders in the pathway development process and has systems and structures in place for schoolwide pathway collaboration
Rigorous Academics & Career Technical Education *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* ● 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 ● Plan identifies how key stakeholder groups will be involved in implementation of the plan ● Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** ● Clear focus and identification of a pathway theme aligned to an industry sector ● Evidence of a plan to build out a clear sequence of CTE courses and alignment of resources to support a robust CTE sequence ● Plan identifies a goal for integrating the pathway theme into the core content areas ● Identified some initial certifications aligned to pathway theme ● Clear alignment between goals and strategies ● There are some initial strategies identified for integrating the pathway theme into the core content areas but would like to see a more comprehensive plan for how they plan on achieving this goal and what success will look like
Work-Based Learning *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*	**Score: 3** **Rationale:** ● Evidence of increased alignment between work-based learning

- 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 - Plan identifies how key stakeholder groups will be involved in implementation of the plan - Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies	- opportunities and pathway theme - Identified potential industry partnerships to create more work-based learning opportunities - Allocation of resources and strategies align to work-based learning goals - Identified goal of every students having at least two work-based learning experiences as part of the graduation requirements is a strong goal - Identified some initial strategies for reaching goals but would like to see a more comprehensive plan on how pathway plans on achieving goal and what success looks like
Comprehensive Student Supports *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* - 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 equitable student outcomes and building the Comprehensive Student Supports Pillar - Plan identifies how key stakeholder groups will be involved in implementation of the plan - Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** - Evidence pathway has articulated goals aligned to the pathway, specifically a clear focus on increasing attendance and creating more intentional opportunities for college and career readiness supports, which aligns to an identified area for growth identified in the needs assessment - Strategies and resources align to the articulated goals - Identified some initial strategies for reaching goals but would like to see a more comprehensive plan on how pathway plans on reaching goal

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
Budget *School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies* - 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	**Score: 4** **Rationale:** - Expenditures clearly align to goals and supporting the build out and integration of the four pillars of Linked Learning - Expenditures are fully aligned to the allowable usages of Measure N funds			

- 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 - Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence	

Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

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

Strengths:
- Much clearer pathway focus and theme compared to last year's plan - it is obvious the Rudsdale staff have done a deep dive into fleshing out their pathway theme and beginning to align strategies, resources and supports to realize the theme and create authentic real-world learning opportunities for their students. Additionally, there is evidence the school chose a theme that maximizes their resources for both Rudsdale Original and Rudsdale Newcomer and leverages the assets you already have in place. Excited to see how the integration of the pathway theme into core content areas, CTE sequenced courses, certifications and WBL opportunities will transform learning and outcomes for students.
- Clear use of data to drive your analysis of what's working and areas for growth - the increase of student graduation data is a clear indicator of the success of the work you are doing
- Evidence your staff has done some deep work and thinking on how to build out a robust advisory system and structure to support student success

Key Questions:
- Given your clearer pathway focus, what will be your CTE sequenced courses? What technical skills and knowledge do you want student to know and be able to do once they graduate from Dewey?
- What will success look like if you integrate the pathway theme into your core content classes? What do you want students to know and be able to do as a result of the pathway theme integration?

Budget Feedback:
- None

Next Steps:

What	Suggested Lead	Deliverable	Date
Identify some next action steps to address some of the key questions listed above	Principal and Staff	Key action steps addressing questions	August
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing