



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0860

## McClymonds 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
<b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <ul style="list-style-type: none"> <li>• Rigorous Academics Integrated in Pathway</li> <li>• Integrated Students Supports</li> <li>• Work Based Learning</li> <li>• Industry Theme and CTE Sequence</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• Pathways score a minimum of 2.5 (planning and developing) on all categories</li> <li>• SPSA demonstrates that school has established some aspects of all four pillars of linked learning and is in the process of further developing in 2018-2019.</li> </ul>			

### Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Needs Assessment:</b> <i>School has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none"> <li>• Data Analysis: Review of Measure N outcome data analysis that must address all 6 areas for reflection</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• School has identified salient needs based on school-wide data along with priority areas identified by data for African-American female students</li> </ul>			



<p>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</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Team has identified key issues impacting student achievement, including: high number of teachers new to the profession, teachers new to the school, as well as lack of alignment to vision from several key teams (i.e. counseling, leadership, and climate/culture)</li> <li>• Scope of professional learning identifies high-level, school wide strategies such as teacher coaching; would like to see more specific professional learning topics to support student growth in Math and ELA</li> </ul>
<p><b>Schoolwide Enabling Conditions</b> <i>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"> <li>• Self assessment provides evidence that justifies the scores</li> <li>• 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</li> <li>• Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers</li> <li>• 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</li> <li>• Alignment between schoolwide goals and Measure N priorities is evident</li> <li>• Strategies meet the goals, address the needs, are research based, and have proven effective for improving equitable student outcomes</li> <li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li> <li>• Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Master schedule is set up to accommodate for common planning time during the school day for 9th and 10th grade.</li> <li>• School has dedicated time for pathway development PD along with planning time for interdisciplinary projects during Wednesday afternoon professional development.</li> <li>• Team has established structure for teachers to engage in sustained cycles of inquiry on their interdisciplinary units and projects.</li> <li>• Plan for addressing challenges for students is in place, as are strategies for addressing needs of high number of new teachers, however, strategies for aligning key teams (Culture &amp; Climate, Counseling, College &amp; Career Readiness) to pathway vision is still developing</li> </ul>
<p><b>Rigorous Academics &amp; Career Technical Education</b> <i>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"> <li>• Self assessment provides evidence that justifies the scores</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>• 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</li> <li>• 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</li> <li>• Plan identifies how key stakeholder groups will be involved in implementation of the plan</li> <li>• Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Team provided a clear rationale for focusing on identified subgroups grounded in data</li> <li>• Site team has developed student learning outcomes grounded in CCSS and CTE standards for both pathways</li> <li>• Industry theme and CTE sequences clearly identified for both pathways</li> <li>• CTE standards and industry themes are currently incorporated into all content area classes through the use of interdisciplinary projects and some content area classes via instructional unit delivery.</li> <li>• Professional learning communities focused on project-based learning and best practices to implement PBL in all content areas</li> <li>• Quality of instruction in core courses impacted by teacher attrition</li> </ul>
<p><b>Work-Based Learning</b> <i>School has thoughtfully analyzed the development of the Work-Based Learning Linked</i></p>	<p><b>Score: 2.5</b></p>



***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 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

**Rationale:**

- Current 9th grade class has structured opportunities to engage with both Engineering and Entrepreneurship industry sectors via job shadows, guest speakers, industry visits
- School has implemented continuous learning structures for parents and students to learn more about pathways, and specifically work-based learning opportunities, via Pathway Parent Nights as well as Pathway month, which includes key activities to expose students to industry partners
- Work-based learning opportunities more closely aligned to Engineering pathway; alignment of WBL resources to Entrepreneurship pathway needed

**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:**

- In addition to full-time staff, site partners with college access organizations to provide students support with academics, mental health, and college/career readiness
- Integrated students supports identify some strategies to support specific sub-groups like African-American female students; stronger alignment to pathway structure is needed along with further supports for specific sub-groups like students with disabilities
- School has significantly reduced chronic absence rates across both pathways via strategies implemented by Attendance Team; however, suspension rate has increased school wide since 2016-2017
- Greater alignment is needed between key teams (Attendance, Culture & Climate, Counseling, College & Career Readiness, outside service providers) to incorporate pathway vision and align all student supports to pathway structure to further their effectiveness



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><b>Budget</b> <i>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"> <li>Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA)</li> <li>Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>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</li> <li>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</li> <li>Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> <li>Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Expenditures aligned to permissible expenses</li> <li>Significant resources allocated to support build out of Work-Based Learning pillar (i.e. internships, career speaker events)</li> </ul>			



## Final Recommendation

### Probationary - Full Implementation

*School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning*

*\*Measure N Funding Recommendation for probationary schools was determined in December 2017 as part of the Probationary School process*

#### Strengths:

- McClymonds team has made significant progress to align professional development plan to incorporate project-based learning
- Team has developed a robust program of study, including a set of student learning outcomes for Engineering and Entrepreneurship pathway grounded in CTE and college-readiness standards
- McClymonds has committed a significant amount of resources from Measure N as well as site funds to support linked learning pathway buildout
- Significant progress has been made on key deliverables identified by Linked Learning Office staff and Measure N Commission in Spring 2017, including hiring of a full-time pathway coach, development of CTE course sequence, and implementation of integrated projects across all grade levels.

#### Key Questions:

- What is your strategy for aligning your key teams (leadership, Culture & Climate, Counseling, etc.) to your broader linked learning pathway initiatives? What actions will you take?
- What steps will you take to align current initiatives such as internship placements, and culture & climate supports to linked learning pathway structures?
- How can there be an effective integration of WBL continuum standards into CTE coursework? How can there be a better balance of options for students so they have access to experiences connected to both Engineering and Entrepreneurship?
- How will you ensure there is sufficient carry-over from Measure N funds from 2017-2018 to fund your identified expenditures?
- If roll-over funds are insufficient, what will you prioritize? What expenditure(s) will you reduce/eliminate? How will you ensure you can still support your school's priorities for 2018-2019?

#### Budget Feedback:

- Initial feedback was addressed
- No further feedback
- Initial feedback:
  - Supply purchases for WBL experiences cannot include clothing, unless those purchases are part of a uniform required for internships connected to the pathway's industry sector.



**Next Steps:**

What	Suggested Lead	Deliverable	Date
Defined strategy for involvement of key teams (Leadership, Culture & Climate, Counseling) and roles they will play	Principal Pathway Coach	Theory of Action & Action Plan	Fall 2018
Continue alignment of professional learning experiences for teachers to pathway/CTE themes and project-based learning.	Principal Pathway Coach	Professional Learning Plan	Fall 2018
Finalize scope and sequence for 9th grade Pathway Exploration course connected to student learning outcomes for Engineering and Entrepreneurship pathways	Pathway Coach Pathway Directors	Scope and sequence	August 2018
Define parameters for student cohorting structure beyond CTE courses that will help meet the school's pathway goals.	Principal Pathway Coach Counselor	Master schedule 2018-2019 (annotated to show cohorting priorities)	Summer 2018
Clarify guiding principle(s) that define how teacher collaboration will occur to ensure ongoing collaboration on interdisciplinary projects.	Principal Pathway Coach	Master schedule 2018-2019 (annotated to show how collaboration between grade levels/content areas/pathway teams will occur)	Summer 2018
Revise Measure N budget to indicate how 2018-2019 budget will be balanced, where carry-over funds will come from, and prioritize Measure N expenditures to identify which expenses will be eliminated/reduced if budget is not balanced	Principal Pathway Coach Pathway Leadership Team	Revised budget	Summer 2018
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing