



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

Oakland 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) <ul style="list-style-type: none"> • Rigorous Academics Integrated in Pathway • Integrated Students Supports • Work Based Learning • Industry Theme and CTE Sequence 	Score: 4 Rationale: Pathways score a minimum of 3 (Meeting & Advancing) 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 <ul style="list-style-type: none"> • 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: 4 Rationale: Oakland High is implementing clear administrative procedures and structures to support pathway development across all levels of the			



<p>across the school community</p> <ul style="list-style-type: none">• 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	<p>organization. There is a high level of buy in from the Teacher Instructional Leadership Team that is focused on cycles of continuous improvement. The school is successfully implementing nearly all 16-17 strategies effectively.</p>
<p>Coherence (Measured by alignment of plan)</p> <ul style="list-style-type: none">• 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	<p>Score: 4</p> <p>Rationale: The leaderships and staff are not only writing plans but using the plans to drive the development of pathways in an authentic way.</p>
<p>Root Causes for Outcomes</p> <ul style="list-style-type: none">• 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	<p>Score: 4</p> <p>Rationale: The school is using data to drive key instructional decisions and increasing resources to support the development of the instructional core at 9th grade and in pathways.</p>
<p>Clear Theory of Action</p> <ul style="list-style-type: none">• 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.	<p>Score: 3</p> <p>Rationale: The school's SPSA, Presentation, and Site Visits have all yielded a clear theory of action that is solidly grounded in the Linked Learning Approach. The school needs to develop a more clear theory of action around Credit Recovery as outlined in the Measure N Plan.</p>
<p>Strategies</p> <ul style="list-style-type: none">• 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.	<p>Score: 3</p> <p>Rationale: The school's Education Improvement Plan does articulate key structural shifts that need to happen to support pathways. The school needs to more clearly identify "how" the school will "grow quality wall to wall pathways."</p>
<p>Reflection and Continuous Improvement</p> <ul style="list-style-type: none">• 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	<p>Score: 4</p> <p>Rationale: The school is making efforts across all levels to create cycles of improvement as evidenced in SPSA, Site Visit and Presentation.</p>



- 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

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
<p>Budget</p> <ul style="list-style-type: none"> • Expenditures must be clearly in support of and come from the logical thru line 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 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 	<p>Score: 4</p> <p>Rationale:</p> <p>Their is tight alignment of funding to pathway development.</p>			



Final Staff Recommendation	Funding
<p>Fully Approved</p> <p>Measure N Education Improvement Plan (SPSA) demonstrates the implementation of career pathways and the focus on continuous improvement cycle for pathways to continue to meet the purpose of Measure N.</p> <p>Measure N Education Improvement Plan (SPSA) demonstrates the majority of the work lies in continuing to address root cause of challenges in order to be aligned to the Measure N outcomes.</p>	<p>Full Funding (\$850 per student)</p> <p>Site will provide a mid-year status update to the Linked Learning Office Staff that will then be reported to the Measure N Commission</p>

Measure N Commission Recommendation*:

On June 20th, 2017 the Measure N Commission voted 5-0 to endorse staff recommendation of “Fully Approved” for the 2017-18 school year based on the progress made, observations, site visits, and presentations over the past two years. 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
Fully Approved	\$850 per student

Strengths:

1. There is a high level of coherence across the plan that is strongly grounded in the data.
2. School outcome data is improving across all indicators and the school is taking a comprehensive approach to pathway development.

Key Questions:

1. How are the AP and Counselors that are aligned to the pathways being reviewed for the overall effectiveness of the strategies?
2. How is the school ensuring equitable distribution of funding to pathways to ensure that pathways have the necessary funds to meet the diverse needs of each pathway?
3. What are the explicit supports that are being provided for teachers that are in the first 3 years of their teaching career to develop instructional practices that align with Linked Learning?



4. It seems like teacher are getting 2 periods of release time. How are the teachers using this time to collaborate? What measures has the school put in place to track the changes that are the product of teacher collaboration?
5. How is the PROPS system yielding results for student outcomes that are tracked by Measure N?
6. How are the new pathways, Social Justice and Reform Pathway and Project Lead the Way Pathway, getting the professional supports that they need to develop the instructional practices, project based learning, program of study, and curriculum to allow the pathway to improve the overall pathway quality for students?

Possible Supplanting:

<p>AAMA Facilitator to support the kings that are coming out of the Khephera pathway and provides school-wide support for African American males.</p> <ul style="list-style-type: none"> • How is this support not a continuation of supports that were not previously funded by Measure N? How will the AAMA Facilitator role be aligned to the overall pathways structure in the school? 	<p>African-American Males</p>	<p>\$46,182.00</p>
<p>Climate & Culture Team Stipends</p> <ul style="list-style-type: none"> • The Culture and Climate team are key parts of the school. This is likely supplanting. How is this funding aligned to the pathway. 	<p>All Students</p>	<p>\$3,000.00</p>
<p>CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously</p> <ul style="list-style-type: none"> • How is this data being used to support the overall pathway development? Are pathways tracking the student data and using it for program improvements? 	<p>All Students</p>	<p>\$1,000.00</p>

Next Steps:

What	Suggested Lead	Deliverable	Date
<p>Build out the administrative pod structure and create key benchmarks for success for this structure to ensure that the expenditures do not become supplanting. This should include how the school articulate the role of Academy Director, Counselor, and Administrator assigned to each pathway.</p>	<p>Admin Team</p>	<p>Roles and Responsibility Data</p>	<p>August 2017</p>
<p>Create plan to provide feedback on instructional quality in each pathway that might include data review, peer observation, learning walks, student work protocols, and other strategies to create conversations about the instructional core.</p>	<p>Academy Directors Admin Pods</p>	<p>Calendar and Scope and Sequence</p>	<p>August 2017</p>



Create a clear system of support for student interventions that are not only behavioral but also academic that are clearly communicated to the entire school community. This system should include Multi Tiered Support Systems for each elements.	Admin Team	Intervention System for School	August 2017
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