



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

Community Day 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: <ul style="list-style-type: none"> • 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 across the school community 	Score: 3 Rationale: <ul style="list-style-type: none"> • Plan identified the spaces in which the reflection and assessment will take place • Identified the key stakeholders who will be part of the reflection process 			



<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	<ul style="list-style-type: none">• Plan identified student work as being part of the data they collect• Plan can flesh out what a cycle of improvement will look like
<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:</p> <ul style="list-style-type: none">• Clear coherence of plan
<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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none">• Clear analysis of all six areas for reflection and identification of underlying root causes• Evidence of a collaborative process the school undertook to do a deep root cause analysis• Need to include more data analysis in root cause analysis
<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: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• Clear theory of action that bridges root cause analysis to goals and strategies
<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: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">• Strategies are clearly aligned to the goals• Clear focus on Digital Media as an industry theme• There is a through line between strategies that were implemented in 16-17 and an analysis of their effectiveness to the revised/new strategies for 17-18
<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• Engages students, parents, and community members in the review and revision process	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none">• Clear analysis of strategies and actions implemented in 16-17 and their effectiveness with qualitative data referenced



<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Engaged all staff in the review process • Could review more quantitative data as part of reflection and continuous improvement process
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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> <ul style="list-style-type: none"> • Clear alignment of expenditures to goals, strategies and action plan • Expenditures aligned to pathway development and expansion, no evidence of supplanting • Compliant 			



Final 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>Sites will provide a mid-year status update to the Linked Learning Office Staff that will then be reported to the Measure N Commission</p>

Strengths:

- Extremely coherent plan with a strong through line and vision
- Clear industry theme, Digital Media, within their pathway
- Clear design features that build off of what was done in 16-17

Key Questions:

- How do you plan on integrating the pathway theme into your core content classes?

Possible Supplanting:

- None

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 17-18, justification in IFAS aligns with Measure N plan	Principal and Admin Assistant		Ongoing
Site will provide a mid-year status update to the Linked Learning Office Staff that will then be reported to the Measure N Commission	Principal and Admin Assistant	Status Update	Jan 2018