Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0751

Dewey Academy

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
- ▫ 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 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](#)) ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 4** **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: *The 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: 3** **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			

● 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 and measurable goals ● There is evidence of some data analysis but would like to see a deeper analysis of student level data. Although the traditional metrics used for comprehensive high schools are not aligned to alternative schools, would like to see what type of student level data the school is using to drive decision making and analysis of student outcomes
Schoolwide Enabling Conditions *The 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 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 goals and strategies	**Score: 4** **Rationale:** ● Clear evidence that supports the pathway self-assessment scores and authentic reflection and analysis of leadership strengths and areas for growth ● Clear alignment between schoolwide goals and Measure N priorities ● Although not explicitly listed in this section of the site plan, there are strategies listed in other parts of the site plan addressing the named areas for growth in this section
Rigorous Academics & Career Technical Education *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* ● 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	**Score: 3** **Rationale:** ● Clear focus and identification of a pathway theme aligned to an industry sector ● Evidence of a clear sequence of CTE courses and alignment of resources to support a robust CTE sequence (e.g. CTE teacher, creation of medical lab, etc.) ● Plan identifies a goal for integrating the pathway theme into the core content areas; would like to see a more robust plan on which CTE standards are being integrated into core content areas ● Clear alignment between goals and strategies ● Strong initial plan career/advisory teachers to monitor student support in making progress toward graduation and staying on track
Work-Based Learning *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*	**Score: 4** **Rationale:**

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
- 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

- Evidence of increased alignment between work-based learning opportunities and pathway theme
- Evidence of improving the WBL experience for students throughout the course of the year (e.g. HEAL example mentioned in presentation)
- Allocation of resources and strategies align to work-based learning goals
- Evidence of industry partnerships aligned to the pathway theme
- Identified goal of 100% of Dewey students will have a work-based learning experience related to health and some initial strategies but would like to see a more comprehensive plan on how they plan on achieving this goal what success would look like

Comprehensive Student Supports
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

- 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
- 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

Score: 4

Rationale:
- Evidence pathway has articulated goals aligned to the pathway, specifically a clear focus on mentorship and supports for students to understand and own their own progress toward graduation, which aligns to an identified area for growth identified in the needs assessment
- Strategies and resources align to the articulated goals
- Utilization of Wellness assessments to better understand students and provide responsive wrap around supports
- They will hire a Case Manager and provide the data to know what supports are needed

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 *The 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:** • 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			

- 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	supported with the investment of other funding sources

Final Recommendation

Fully Approved

School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning

School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes

Strengths:

- Much clearer pathway focus and theme compared to last year's plan - it is obvious the Dewey 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. Excited to see how the integration of the pathway theme into core content areas, the medical lab, CTE sequenced courses and WBL opportunities will transform learning and outcomes for students. The development of a clear CTE sequence is evident in your plan and 4-pillar slide.
- The focus on creating a system of mentorship for students in conjunction with creating systems and tools for students to track and own their progress toward graduation seems to be a great approach for tackling some of the underlying challenges to student success identified in your needs assessment
- Incredibly thoughtful reflection on how to best improve the work-based learning experiences for all students
- Clear alignment of resources to goals and strategies - all of your Measure N expenditures support all of your pathway development goals

Key Questions:

- Now that you have a clear CTE sequence, what are some of the key CTE standards and skills you want to integrate into your core content areas? What do you want students to know and be able to do as a result of the pathway theme integration?
- What student level data do you want to look at more closely to drive your pathway continuous improvement? How are you actively improving pathway graduation outcomes?
- Given the deep work you've done on supporting building out a continuum of WBL experiences for students, how are you going to improve and even better prepare students for entering the workforce?

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 19-20, you provide a full description of the expenditure in addition to a proper justification in the Notes tab of Escape and that it aligns with the Measure N plan	Principal and Admin		Ongoing