



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0859

Skyline 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) <ul style="list-style-type: none"> • Rigorous Academics Integrated in Pathway • Integrated Students Supports • Work Based Learning • Industry Theme and CTE Sequence 	Score: 3 Rationale: <ul style="list-style-type: none"> • Pathway Tabs are strong but the overall focus for the vision of the school is unclear. • Need to articulate more clearly how the MYP program and Link Learning area aligned as it currently seems as if there are two separate theories of action. • High level of individual work based learning activities that need to be more tightly connected to pathway experiences. There is not a clear connection between pathway tabs and school supports. There are multiple theories of action at play at in the school. 			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment:	Score: 1.5			



<p><i>School has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i></p> <ul style="list-style-type: none">• 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• 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	<p>Rationale:</p> <ul style="list-style-type: none">• Pathway tabs are strong but the overall analysis of the needs assessment seems to be lacking continuity between the parts (pathway tabs) and the whole school.• The Needs Assessment reflects strategies that are not being funded into the next year. The needs assessment relies too heavily on APEX and Attendance Review Officers that that reflect a 1 size fits all approach.
<p>Schoolwide Enabling Conditions <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">• 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	<p>Score: 1.5</p> <p>Rationale:</p> <ul style="list-style-type: none">• The site reflection is honest and open about the challenges in creating the pathways structures that support students. The most frequent score is a 1.5.• There is clear evidence that the school is struggling to create a clear set of expectations of how to support pathways.• There are attempts to align to admin structures similar to Oakland High but they need more time to develop and grow.• School clearly needs to identify "pathway development" as the key driver of quality. The school even sites in the enabling conditions that there is "much fragmentation at this time."
<p>Rigorous Academics & Career Technical Education <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">• 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	<p>Score: 2.5</p> <p>Rationale:</p> <ul style="list-style-type: none">• The school is heavily investing in professional development in order to support the overall development of Rigorous Academics and CTE in pathway coaching and professional development aligned to the pathway outcomes.• There is not a clear alignment between MYP and pathways. Project Based Learning and MYP seem to be the two strategies but they are not clear that they are aligned. How does MYP support pathway development?



<p>Work-Based Learning <i>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</i></p> <ul style="list-style-type: none"> • 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 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • School has built out robust data for work based learning as they grow the 2 new pathways. The more established pathways have more solid work based learning which is to be expected as the school moves to wall to wall pathways. • The school needs to integrate the work based learning opportunities and exposure into the 9th grade. • The school needs to develop some Career Awareness and Exploration experiences for students in the 9th grade in order to better support student placement in pathways.
<p>Comprehensive Student Supports <i>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</i></p> <ul style="list-style-type: none"> • 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 	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The school has invested heavily in appropriate supports to build out Linked Learning in the school. • The theory of action for the Comprehensive Student Supports is not well supported with clear goals, plans and actions to support the implementation.

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>Budget <i>School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p>	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Majority of expenditures demonstrate clear alignment to Measure N purpose and school's theory of action 			



- 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
- 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

Probationary

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

Measure N Education Improvement Plan (SPSA) demonstrates school site needs to develop key conditions required for quality pathway development and/or needs to develop the key pillars of Linked Learning.

Sites will be expected to allocate funding to one of the Support Providers listed below in order to receive direct support and guidance in the pathway development process.

Required Support Providers:

- Hire a .5 FTE Pathway Coach to support Pathway Development
 - Pathway Coach is required to participate in OUSD Pathway Coaches' Community of Practice
- Hire a consultant that supports Linked Learning Pathway Development
 - ConnectEd
 - Linked Learning Alliance
 - CCASN
 - Career Ladders
 - Pivot Learning Partners

1. Sites will be expected to present to the Measure N Commission in the fall on their action plan, updated Measure N Education Improvement Plan (SPSA), and progress.
2. Site will be prioritized by the Measure N Commission for a follow up site visit during the year and additional supports for the 18-19 school year.

Strengths:

- The individual pathways have a strong vision for the direction of the program.
- The Enabling Conditions seem to be the largest barrier to success for the school and that if the school can effectively create those conditions, the school will be able to accelerate quickly.

Key Questions:

- The budget allocation for administrative coaching seems to be identified to support the enabling conditions. How is this support different than the support provided by the pathway coach? They seem like duplicative roles.



- How is the \$101,000 investment in the International Baccalaureate MYP directly related to the goal of placing all students in career pathways or academies?

Budget Feedback:

- Initial feedback has been addressed, no further feedback
- Initial feedback:
 - Please revise the budget and either more clearly articulate how the funds will align to pathway development or find new funding sources to cover the expenditures.
 - The pathways have over-expended the allocations, please adjust the allocations to meet the actual projected allocations for Measure N.
 - Re-submit revised budget

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan	Principal and Admin		Ongoing
Re-present updated Measure N Education Improvement Plan to the Measure N Commission	Principal and team of teachers	Presentation Updated SPSA	Fall 2018
Develop clear action plan for 2018-19 that will support a clear pathway theme, quality pathway buildout, curriculum development, and teacher buy-in	Principal and Design Team	Action Plan	Summer 2018
Update Program of Study to reflect 2018-19	Principal and Design Team	Updated Program of Study	Fall 2018
Probationary schools will remain probationary for 2018-19 academic year and will have a follow up site visit from Linked Learning Office staff	Principal/Pathway Coach	Site Visit	TBD