



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0823

## ARISE

### 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

| <b>Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?</b><br><i>(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.)</i> |   |                 |               |                        |
|--|---|-----------------|---------------|------------------------|
| Category   | Full Implementation<br>4  | Developing<br>3 | Planning<br>2 | No Implementation<br>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><br><br><b>Rationale:</b> <ul style="list-style-type: none"> <li>Pathways score a minimum of 2 (Developing &amp; Approaching) on all categories</li> <li>There is evidence of key pillars of Linked Learning pathways</li> <li>There is evidence that school is working on improving the integration of CTE and their instructional core</li> <li>School has clearly defined theme of public health</li> <li>School has demonstrated larger staff buy in of Linked Learning</li> </ul> |                 |               |                        |

| <b>Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)</b>  |                 |              |                  |                |
|--|-----------------|--------------|------------------|----------------|
| Category   | Excelling<br>4  | Meeting<br>3 | Approaching<br>2 | Beginning<br>1 |
| <b>Needs Assessment:</b><br><i>School has thoughtfully analyzed data pertaining to pathway development in order to</i> | <b>Score: 3</b> |              |                  |                |



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|--|---|
| <p><i>develop a coherent Theory of Action</i></p> <ul style="list-style-type: none"><li>• 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</li><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>   | <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has named challenges with serving African American students and has named specific strategies (i.e. Black Student Union) to address this challenge</li><li>• School has named the need to serve students with IEPs to ensure A-G completion</li></ul>   |
| <p><b>Schoolwide Enabling Conditions</b><br/><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>• School has named for the continued focus on pathway development and has demonstrated the intentional shift</li><li>• School has allocated Measure N funds for Linked Learning consultant which demonstrates the understanding of needed continued support</li><li>• School has allocated Measure N funds for site visits which demonstrates the understanding of further learning as structures continue to be built out</li></ul>  |
| <p><b>Rigorous Academics &amp; Career Technical Education</b><br/><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>• School has a clear theme and has articulated the creation of an advisory board to ensure industry alignment</li><li>• School has demonstrated growth as next year they expect to have 9th and 10th grade students in the CTE core sequence courses</li><li>• School has articulated the need for instructional shifts and has allocated Measure N funds for professional development such as project based learning</li><li>• School shared integrated projects that students worked on during the 2017-18 academic year</li><li>• School is piloting new courses and the implementing the majority of integration work next year</li></ul> |



|  |  |
|--|--|
| <p><b>Work-Based Learning</b><br/> <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"> <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 key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li> <li>• 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</li> <li>• Alignment between schoolwide goals and Measure N priorities is evident</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</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School has named the need to further develop Work-Based Learning and is taking the appropriate steps to do so such as working with the advisory board and/or the Linked Learning consultant</li> <li>• Goals are focused on students understanding their interests and it is unclear what specific experiences students will have from 9th-12th grade to build out key components of the Work-Based Learning Continuum</li> </ul> |
| <p><b>Comprehensive Student Supports</b><br/> <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"> <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 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</li> <li>• 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</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: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• School has identified the need to better support African American students</li> <li>• School has articulated strategies such as working with Brothers On The Rise, providing professional development, and using Project Engage to to better support African American students</li> </ul>   |

| Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA   |   |                                  |  |              |
|---|---|----------------------------------|--|--------------|
| Category  | Compliant & Aligned<br>4                        | Compliant Partially Aligned<br>3 | Non-Compliant<br>• Supplanting<br>• Not Allowable<br>2 | Missing<br>1 |
| <p><b>Budget</b><br/> <i>School has thoughtfully allocated Measure N funds to develop and continuously improve Linked Learning career academies</i></p> | <p><b>Score: 4</b></p> <p><b>Rationale:</b></p> |                                  |  |              |



- 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

- Expenditures are focused on building the conditions, the Rigorous Academic pillar, Career Technical Education pillar, and the Work-Based Learning pillar
- Logical thru-line is evident from the areas of growth named, the strategies to address these areas, and the expenditures
- School has provided proper justification and it is clear what the funds are being used in service of



### 2018-19 Final Recommendation

#### Probationary - Planning and Piloting

*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:

- Growth is evident in the Measure N Education Improvement Plan
- Larger staff buy in of Linked Learning
- School staff and leadership have taken the initiative to work towards Linked Learning certification

#### Key Questions:

- Pathway ambassadors will support the recruitment and representation of your pathway, how could they also be representatives for students to provide feedback on the pathway experience and support the continuous improvement of your pathway?
- For students to meet all of ARISE's graduation requirements you have named the highest leverage action of data collection and analysis to monitor student progress, what systems and/or structures will be shifted or put in place to support students getting back on track?
- What takeaways from this past year would you want to share with schools who have a similar developmental trajectory with Linked Learning in order to support such growth and clarity like ARISE?

#### Next Steps:

| What   | Suggested Lead           | Deliverable                            | Date      |
|--|--------------------------|--|-----------|
| Probationary schools will remain probationary for 2018-19 academic year and will have a follow up site visit from Linked Learning Office staff | Principal                | Site Visit                             | Fall 2018 |
| Develop Work-Based Learning scope and sequence   | Pathway Development Team | Work-Based Learning scope and sequence | Fall 2018 |