

# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

## Rudsdale 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
<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>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• Pathways score a minimum of 2 (Developing &amp; Approaching) and 3 (Meeting &amp; Advancing) on all categories</li> </ul>			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Implementation and Progress Monitoring</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Work plan leads to cycles of inquiry and continuous improvement for the school community</li> <li>• Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support key goals and strategies</li> <li>• Work plan is embedded into a well articulated team structure for the school site to distribute leadership across the school community</li> <li>• 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</li> <li>• A clear cycle of continuous improvement is embodied in the focus on Design, Continuous Improvement of</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• Work plan identifies frequency of when data will be collected and monitored as part of six-week cycles of improvement</li> <li>• Plan identified the spaces in which the reflection and assessment will take place</li> <li>• Needs to identify the key stakeholders who will be part of</li> </ul>			

<p>Signature Practices, and Instructional Strategies that are the foci for the school site's SPSA</p>	<p>the cycles of improvement</p>
<p><b>Coherence (Measured by alignment of plan)</b></p> <ul style="list-style-type: none"> <li>• Site leadership is redesigning larger school structures, systems, and processes to support quality pathway development</li> <li>• Site leadership and staff understand pathway development plans and the role they play in ensuring the implementation of these plans</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Clear evidence site leadership is redesigning larger school structures, systems, and processes to support quality pathway development</li> <li>• Clear evidence of increased staff collaboration and participation in development of pathway</li> <li>• Need to see how the industry theme "Health and Tech" is integrated into the pathway (e.g. CTE classes &amp; sequence, dual-enrollment, WBL experiences, etc)</li> </ul>
<p><b>Root Causes for Outcomes</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.</li> <li>• 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.</li> <li>• Data includes Measure N Self-Assessment (rubric) against categories of Linked Learning Pathway Design criteria</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Clear analysis of all six areas for reflection and identification of underlying root causes</li> <li>• Evidence of a collaborative process the school undertook to do a deep root cause analysis</li> <li>• Only pathway to name "bias" as a root cause, demonstrates a deep commitment to doing difficult but necessary work</li> <li>• Need to include more data analysis in root cause analysis</li> </ul>
<p><b>Clear Theory of Action</b></p> <ul style="list-style-type: none"> <li>• Design Team has articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies.</li> <li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other.</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Clear theory of action that bridges root cause analysis to goals and strategies</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomes</li> <li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</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, the purpose of Measure N, and the instructional focus for professional development in the upcoming year.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Strategies are clearly aligned to the goals</li> <li>• 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 - continuous improvement</li> <li>• Need to integrate the pathway theme "Health and Tech" into the strategies</li> </ul>

**Reflection and Continuous Improvement**

- 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
- 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

**Score: 4**

**Rationale:**

- Clear analysis of strategies and actions implemented in 16-17 and their effectiveness with both qualitative and quantitative data referenced

**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
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**Budget**

- 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

**Score: 3**

**Rationale:**

- Expenditures are compliant and overall support the Theory of Action and strategies
- Would like to see more information on how you see the breakfast program supporting your pathway development

Final Recommendation	Funding
<p><b>Approval - Developing and Implementing</b>            Measure N Education Improvement Plan (SPSA) demonstrates school site is on track to developing career pathways in alignment with the purpose of Measure N and meeting the outcomes of Measure N.</p>	<p><b>Full Funding</b> (\$850 per student)            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:**

- Evidence of strong collaboration amongst staff to engage in a deep reflection around pathway development and creating their Measure N plan
- Courage of staff to name “bias” as a root cause and to engage in deep work to address this collectively
- Evidence of staff engaging in a process to redesign the school’s systems and structures to support pathway development
- SEL support integrated throughout all aspects of the pathway

**Key Questions:**

- What does it mean to be a Health and Tech pathway? The pathway theme is not entirely clear. What are the core CTE/industry experiences that are part of a Health and Tech Pathway? What is your Health and Tech program of study? What Career Technical Education (CTE) classes do students have access to as part of your pathway?
- What are the key learning experiences students will have in a Health and Tech pathway?
- What do you want students to know and be able to do when they graduate from a Health and Tech Pathway?

**Possible Supplanting:**

- None

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Continue to flesh out your pathway theme and a clear focus	Principal and Measure N Design Team		October 2017
Identify how the breakfast program will support the overall pathway (can name in IFAS for purchase justifications)	Principal and Admin Assistant		Ongoing

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 Measure N Design Team	Status Update	Jan 2018