



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0857

Oakland Technical 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 |
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| 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"> There is strong evidence that there are CTE course sequences in all pathways and actions connected to the Rigorous Academics pillar will be supportive of student success. More thoughtful actions and allocations need to be in place under Comprehensive Student Supports to ensure vulnerable students are supported in all pathways, particularly students who are ELs and students with IEPs. The Engineering Academy and 9th Grade Pathway need more concrete action steps in the WBL pillar in their pathways to ensure students are exposed to career readiness opportunities at a higher frequency. | | | |

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

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



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| <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">• Preponderance of evidence and data to identify the challenges are present and high-leverage actions are aligned to the identified needs.• There is evidence of deep reflection and thoughtfulness• Are the growth targets ambitious enough?• The high leverage actions to offer additional interventions for students and increase diversity in pathway enrollment are key levers to improve overall pathway quality. This could be foundational to move the school to wall-to-wall pathway implementation. |
| <p>Schoolwide Enabling Conditions</p> <p><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: 2</p> <p>Rationale:</p> <ul style="list-style-type: none">• There is a mix of 2s and 3s in the self-assessment under school leadership and vision and the systems elements.• It will be essential for school leaders to create alignment in school structures and in professional development for all staff centered on the vision of pathway access for all students. Also, creating clearer decision-making structures will important in the process to help move the school towards wall-to-wall pathway structures• How will the admin team be structured to ensure that the administrators, the Assistant Principal assigned to Pathways, Counseling Team and the Pathway Coach all work in alignment?• Supporting teachers to learn and engage in the move towards a block schedule will be foundational for Tech's future in building wall-to-wall pathways. |
| <p>Rigorous Academics & Career Technical Education</p> <p><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</p> <p>Rationale:</p> <ul style="list-style-type: none">• Most scores in self-assessment are a 2 and there is a need for more progress in developing an integrated core, cohort scheduling, collaboration time, and professional learning.• Goals for literacy-focused performance assessments, all 12th grade students participating in capstone work, and increasing Algebra pass rates will support the development of higher quality instruction across the school.• Ensuring clarity in the roles of the TSAs and Pathway Coach to develop staff capacity will be essential in this area.• What will support for students who are ELs and students |



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| | <p>with IEPs look like in regards to pathway access and academic success?</p> |
| <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: 2</p> <p>Rationale:</p> <ul style="list-style-type: none">• Goals to increase career awareness opportunities, at least one career exploration experience through mentorship, and three college/career preparation experiences are in alignment with developing pathway quality.• How long will the career exploration experience last? Is it one day or is it ongoing throughout the year?• How will the WBI Liaison work in alignment with all pathway directors and the admin team to ensure goals for WBL pillar are met?• Are there specific experiences that 9th grade students can have that more career and industry specific beyond the pathways at Oakland Tech?• Is 60% for Health Academy students in 11th grade ambitious enough?• What internship opportunities can be developed for Engineering academy students? |
| <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">• Goals are in alignment with supporting students to be successful.• What will in-class support look like in all core classes and pathway classes?• How will the COST Team work in alignment with Student Support Specialists and TSA for Culture/Climate to ensure all students are supported?• How will each pathway implement in-class interventions to ensure all students can be supported for success?• With an incoming cohort that is a more diverse in race and academic skill, how will the Engineering Academy team work to ensure students are supported and stay in the pathway?• How will the Student Support Specialist work in alignment |



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| | with Computer Academy teachers to ensure that students are successful? What do in-class supports look like in Computer Academy classes? |
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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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| <p>Budget <i>School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p> <ul style="list-style-type: none"> • 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 | <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • All expenditures are in alignment with Measure N priorities • Full projected allocation is reflected in the budget | | | |



Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)

Strengths:

- Thorough data analysis of needs
- Actions to further develop performance assessments and interdisciplinary work are evident
- Allocations to support move towards block-scheduling and setting foundations for wall-to-wall pathway structures are evident

Key Questions:

- How will school leadership and pathway leadership work in alignment to build capacity of staff to ensure sustaining success and access for all students in pathways?
- How will the positions allocated to support students work in alignment to ensure A-G access, on-track for graduation, and pathway courses for all students?
- How are all students gaining career-ready experiences in all pathways throughout their 9-12 experience?

Budget Feedback:

- Initial feedback has been addressed, no further feedback
- Initial feedback:
 - How will the TSA positions, Administrator Team, and Pathway Coach work in alignment to lead the school will be an important action to ensure the funds allocated are in service of pathway quality.
 - More allocations may be needed in the WBL pillar for Engineering, 9th grade pathways.
 - Ensure ILT Stipends are not funded through Measure N and another funding source
 - Ensure there is specific justification language for all supplies, textbooks, technology funded out of Measure to be aligned with pathway quality.



Next Steps:

| What | Suggested Lead | Deliverable | Date |
|---|-------------------------------|--------------------------------------|-------------|
| Admin Team Roles and Responsibilities | Principal/Admin Team | Roles and Responsibilities Chart | Summer 2018 |
| Comprehensive Student Support Team Roles and Responsibilities | Principal/Admin Team | Roles and Responsibilities Chart | Summer 2018 |
| PD Calendar for Whole School, Pathway Teams, Departments, and PLCs | Principal/Admin Team | PD Calendars | Summer 2018 |
| WBL Scope and Sequence for students in all pathways | WBL Liaison/Pathway Directors | WBL Scope and Sequence for 2018-2019 | Summer 2018 |
| Move school to wall-to-wall pathways by the 2020-2021 school year | Principal/Admin Team | Three-year plan | Ongoing |
| Ensure when Measure N expenditures happen in 18-19, justification in IFAS/Escape aligns with Measure N plan | Principal and Admin | | Ongoing |