Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No.18-0863

Oakland School for the Arts

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 (Not Applicable)
- ✓ 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**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 2.5** **Rationale:** ● ● Pathways score a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on all categories ● There is evidence of key pillars of Linked Learning pathways ● School has identified pathway theme of arts, media, and entertainment			

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

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 ● 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	**Rationale:** ● Get more specific with potential actions related to needs ● The challenge of supporting students who get off track is named but reflection to identify the in-class instructional supports that will support students struggling will be helpful ● School has articulated that only 65% of students will be participating in the pathway by the fall of 2018, it is unclear what specific strategies will be implemented to ensure all students are in the pathway
Schoolwide Enabling Conditions *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 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	**Score: 2** **Rationale:** ● Most scores in self-assessment are 2s ● 65% pathway enrollment goal is a good start to ensure access for students into pathways ● School has articulated commitment to supporting teacher thru the changes of implementing Linked Learning but it is unclear what specific strategies will be implemented to meet this commitment
Rigorous Academics & Career Technical Education *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 ● 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	**Score: 2** **Rationale:** ● Need to clarify theory of action, in identifying how the gap between home experience and school experience creates a need for a CAO ● School has focused on CTE standards and getting teachers CTE certified ● School has scored a 1 on integrated core and it is unclear what specific strategies will be used to integrate academic and technical coursework

Work-Based Learning	Score: 1
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 ● 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	**Rationale:** ● Self-Assessment rubric scores are all at 1 ● The goal to have student experience only one internship experience during their 6-12 or 9-12 experience as a student is a start, but more experiences throughout students' school experience is recommended ● Theory of action states there is no system in place to guarantee all students are receiving work-based learning opportunities, it is unclear what systems and structures will need to be addressed and how in order to ensure equitable access
Comprehensive Student Supports	**Score: 1**
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 ● 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	**Rationale:** ● Self-Assessment scores are all at a 1 ● Counseling services, Coordinator of Student Services, will support students needing additional support. ● What interventions will all staff provide students to ensure supports occur in all classes and pathways?

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 *School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies*	**Score: 2.5** **Rationale:**			

- 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	Unclear how CAO role will improve pathway quality. It appears it is an organizational role that is necessary to create alignment schoolwide, however, how the role will help develop quality in all four pillars is unclear

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.

Strengths:
- It is evident that there are foundations and experiences for students to have authentic learning experiences across the school
- There are many foundational pieces across all four pillars that can move the school forward into a fully implementing Linked Learning school

Key Questions:
- What will PD look like to ensure all staff are engaging and learning about developing best practices for pathway quality?
- How will you support your pathway development team focus on the integration of the instructional core?
- How can students have more internship experiences across their experience at OSA across 9-12?

- The needs assessment highlighted providing counseling services to identify students who are not on track, what is the root cause of students getting off track to begin with?

Budget Feedback:
- CAO allocation does not appear aligned fully to developing pathway quality across the school, needs name and responsibilities listed demonstrate the need for a Linked Learning pathway coach or Linked Learning consultant

Next Steps:

What	Suggested Lead	Deliverable	Date
Revise and re-allocate 2018-19 Measure N budget	Principal	Updated Budget	May 30
Hire a Pathway Coach or Linked Learning consultant instead of a CAO to develop the instructional practices across the whole school and in all pathways	Principal	Job description/contract	August 1
Create PD plan so that staff can build understanding and skills to implement pathway quality	Principal	PD plan	Fall 2018
Develop internship program and WBL scope for all students	Pathway Development Team	WBL scope	Fall 2018
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	Design Team	Action Plan	Summer 2018
Update Program of Study to reflect 2018-19	Principal and Design Team	Updated Program of Study	Fall 2018