



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

Fremont 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? <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	Developing	Planning	No Implementation
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="margin: 0;">Evidence of Comprehensive Pathway Program (Measure N Self Assessment)</p> <ul style="list-style-type: none"> Rigorous Academics Integrated in Pathway Integrated Students Supports Work Based Learning Industry Theme and CTE Sequence </div> <div style="width: 50%;"> <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Pathways score a minimum of 3 (Meeting & Advancing) on all categories </div> </div>	4	3	2	1

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	Excelling	Meeting	Approaching	Beginning
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="margin: 0;">Implementation and Progress Monitoring</p> <ul style="list-style-type: none"> 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 Work plan leads to cycles of inquiry and continuous improvement for the school community Implementation includes a realistic timeline and “project management” plan including adequate and persisting resources to support key goals and strategies Work plan is embedded into a well articulated team structure for the school site to distribute leadership across the school community </div> <div style="width: 50%;"> <p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> There is clear evidence that the site team has engaged in various cycles of inquiry to inform their pathway planning and redesign There is clear evidence of a well-articulated structure of distributed leadership between administration, pathway coach, pathway leads, and pathway teams Evidence of key stakeholder groups informing cycles of inquiry and </div> </div>	4	3	2	1



<ul style="list-style-type: none"> 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 A clear cycle of continuous improvement is embodied in the focus on Design, Continuous Improvement of Signature Practices, and Instructional Strategies that are the foci for the school site's SPSA 	<p>pathway redesign</p>
<p>Coherence (Measured by alignment of plan)</p> <ul style="list-style-type: none"> Site leadership is redesigning larger school structures, systems, and processes to support quality pathway development Site leadership and staff understand pathway development plans and the role they play in ensuring the implementation of these plans 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> There is clear evidence that schoolwide structures have been redefined in order to address the gaps identified by an in-depth analysis of student outcomes as well as effectiveness of allocated resources, leading to the reduction of pathways/academies from 3 to 2. Stakeholders understand criteria used to make school-wide shifts in pathway development.
<p>Root Causes for Outcomes</p> <ul style="list-style-type: none"> 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. Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. 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. Data includes Measure N Self-Assessment (rubric) against categories of Linked Learning Pathway Design criteria 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> There is clear evidence of thoughtful reflection based on student outcome data as well as anecdotal evidence Reflection addresses school wide trends as well as individual subgroup performance Root cause analysis uncovers issues that impact students, teachers, and whole-school .
<p>Clear Theory of Action</p> <ul style="list-style-type: none"> Design Team has articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies. For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other. 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> A logical through-line exists between root causes (staff turnover, lack of teacher training, lack of interventions), goals (increase on-track to graduation proxies, attendance, literacy), and strategies (provide SEL supports, provide teachers common planning time to align and plan rigorous academics, etc.) Strategic actions are detailed and clearly articulated
<p>Strategies</p> <ul style="list-style-type: none"> Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomes Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. 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. 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Strategies are aligned to Measure N and are research-based. They reflect a theme across teacher PLCs, advisory structures, and school-wide professional development. .
<p>Reflection and Continuous Improvement</p> <ul style="list-style-type: none"> 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 	<p>Score: 4</p> <p>Rationale:</p>



<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • There is evidence that reflection is data driven and informs pathway development • There is evidence that disaggregated data is reviewed regularly • There is evidence that key stakeholder groups (parents and community, students, industry partners) inform ongoing pathway development
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Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Complaint & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget</p> <ul style="list-style-type: none"> • 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 	<p>Score: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Expenditures demonstrate clear alignment to Measure N purpose and school's theory of action • Some expenditures cover the expenses of programmatic elements, staff salary, and costs that should be funded by the school if Measure N funds were unavailable 			

Final Recommendation	Funding
Fully Approved	Full Funding (\$850 per student)



<p>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>Site will receive feedback and recommendations to make a stronger plan and ensure the essential elements of a quality pathway are developed.</p> <p>Site will receive a follow up site visit from Linked Learning Office staff during the year.</p> <p>Site will provide a mid-year status update to the Linked Learning Office Staff that will then be reported to the Measure N Commission.</p>
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Strengths:

- In-depth level of stakeholder engagement to inform pathway redesign
- Detailed data analysis informed identification of root causes and appropriate strategies

Key Questions:

- If taking a look at reducing the number of pathways, why keep two? Why not collapse to just one, which might be more sustainable?
- What are feeder patterns?
- If newcomers make up 40% of your school population, what is the plan to integrate them into pathways v. build a newcomer pathway?
- Rationale around TUPE expenditure--how is this linked to the goals of Measure N?
- How does this plan support African-American students when eliminating a pathway that engages more of these students?

Possible Supplanting:

- Case manager to coordinate and facilitate COST

Next Steps:

What	Suggested Lead	Deliverable	Date
Monitor consolidation of academies to ensure maintenance of strongest elements of previous academies.	Co-Principals Pathway Coach Academy/Pathway Teams	Progress report to LLO	Fall 2017
Ensure all expenditures provide sufficient justification to demonstrate alignment to purpose of Measure N	Co-Principals Pathway Coach Academy/Pathway Teams	Revised Budget	Summer 2017