



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

Castlemont 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
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"> • Pathways score a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on all categories 			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Implementation and Progress Monitoring <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 	Score: 2 Rationale: <ul style="list-style-type: none"> • Work plan identifies how pathway teams, pathway coach, pathway lead teachers, and administration will carry different pieces of pathway development work • Plan names pathway meetings and retreats as spaces where reflection and planning will take place but does not name the frequency with which this reflection will occur or the framework to guide this reflection. 			



<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>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"> • Site team has allocated time weekly for pathway teams to meet in their 2017-18 professional development calendar • Site team has developed and executed on professional development sessions during the spring of 2017 for teachers to meet in pathway teams • Pathway teams have each had day-long retreats this spring to review student learning outcomes and develop a vision for their pathways and how they individually contribute to 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: 2</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Core of root cause analysis is connected to administrative and teacher turnover, teachers new to the profession who require intensive supports; one data point is mentioned, focused on course fail rates being directly correlated to teacher turnover. • Pathway Development root cause is not listed, however, it can be inferred that lack of teacher development and teacher turnover is a potential root cause per analysis provided for other high-leverage challenges.
<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: 3</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, high trauma environment), goals (increase on-track to graduation proxies, attendance, literacy), and strategies (CRT and content professional development, provide SEL supports, provide teachers common planning time to align and plan rigorous academics)
<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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Strategies are aligned to Measure N and research-based. They include academic interventions and SEL supports for students as well as training and support for teachers.
<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: 3</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 periodically • There is clear evidence that student and industry partner feedback is incorporated. • There is room for improvement to include parents and community.
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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: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Most expenditures demonstrate clear alignment to Measure N purpose and theory of action • Some expenditures appear to cover expenses of staff salary and costs that would be covered by the school site in the absence of Measure N 			



Final Recommendation	Funding
<p>Approval- Developing and Implementing</p> <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>Full Funding (\$850 per student)</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>

Strengths:

- Strategies are clearly aligned to schoolwide goals
- Authentic and meaningful relationships with industry partners
- Pathway development teams have built a strong foundation regarding pathway purpose and how individuals contribute to pathway development.

Key Questions:

- How will your pathway teams engage ongoing reflection?
- How will this reflection inform real-time pathway adjustments?
- How will all key stakeholders inform ongoing pathway development?

Possible Supplanting:

- Education specialist (x2)
- Newcomer science teacher



Next Steps:

What	Suggested Lead	Deliverable	Date
Identify frequency (i.e. quarterly) with which pathway teams will check progress towards goals as well as protocol to conduct that reflection.	Pathway Coach Pathway Team Leads	Pathway Development Calendar	Fall 2017
Identify engagements for key stakeholders (students, parents, community) to provide input/feedback on pathway content, development, and experiences	Pathway Coach	Pathway Development Calendar	Fall 2017
Ensure all expenditures provide sufficient justification to demonstrate alignment to Measure N	Principal Pathway Team	Revised Budget	June 30th