



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0827

## Skyline 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
- ▣ Silver Certification Status
- ▣ 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 the 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: 4</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>● Clear evidence of implementation of all 4 pillars</li> <li>● Clear alignment between pathway plans and whole school plan, including the theory of action</li> </ul>			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Needs Assessment:</b> <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none"> <li>● 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</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>● Thorough analysis of student outcome data and evidence of deep reflection by pathway teams on progress and the identification of key issues that are impacting student achievement</li> <li>● Alignment between whole school needs assessment and the strengths and</li> </ul>			



<ul style="list-style-type: none"><li>● 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</li><li>● 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</li></ul>	<p>areas for growth by pathways</p> <ul style="list-style-type: none"><li>● Deeper analysis of specific Measure N strategies and their impact on student outcomes might be needed</li></ul>
<p><b>Schoolwide Enabling Conditions</b> <i>The 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"><li>● Self-assessment provides evidence that justifies the scores</li><li>● Site leadership and staff have identified areas of growth for the pathway development plans and the role they play in ensuring the implementation of these plans</li><li>● Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers</li><li>● 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</li><li>● Alignment between schoolwide goals and Measure N priorities is evident</li><li>● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes</li><li>● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li><li>● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>● Evidence is provided to illustrate how site leadership has worked to create systems to support pathway development and ensure pathways are a key driver of whole school improvement efforts</li><li>● Alignment between school site plan and pathway plans on all four pillars of Linked Learning</li><li>● Leadership has also created systems to align administrative structures to support pathways (e.g. 1 AP, 1 counselor, 1 case manager, 1 pathway director per pathway)</li><li>● Leadership has identified a commitment for deepening pathway instructional rigor</li><li>● Need more explicit connection between MYP and how it is being integrated into support high quality pathway development</li></ul>
<p><b>Rigorous Academics &amp; Career Technical Education</b> <i>The 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"><li>● Self-assessment provides evidence that justifies the scores</li><li>● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li><li>● 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</li><li>● 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</li><li>● The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li><li>● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>● The school and pathways are heavily investing in professional development, conferences and teacher collaboration time in order to support the overall development of Rigorous Academics and CTE in pathway coaching and professional development aligned to the pathway outcomes.</li><li>● Evidence of a commitment to supporting the development of integrated projects incorporating in the pathway theme in each pathway</li><li>● Evidence of building a bridge between the 9th grade houses to the pathways in order to create a stronger continuum of pathway experiences</li><li>● Need more specific details of how the heavy investment in professional development, conferences and extended planning time will ensure and improvement in integrated pathway instructional practice</li></ul>
<p><b>Work-Based Learning</b> <i>The 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>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>● Evidence of a commitment to work-based learning and a commitment of</li></ul>



<ul style="list-style-type: none"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</li> <li>• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li> <li>• 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</li> <li>• Alignment between schoolwide goals and Measure N priorities is evident</li> <li>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p>resources to support a work-based learning liaison and career exploration visits</p> <ul style="list-style-type: none"> <li>• School is beginning to integrate work-based learning exposure into ninth grade</li> <li>• Commitment to supporting teachers with teacher externships as way to build key industry knowledge in order to support deeper WBL integration</li> <li>• Need more evidence of how to deepen work-based learning experiences for students across all pathways to move more from exposure and awareness (e.g. career exploration visits) to deeper training and preparation</li> </ul>
<p><b>Comprehensive Student Supports</b>  <i>The 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"> <li>• Self-assessment provides evidence that justifies the scores</li> <li>• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators</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, and the purpose of Measure N</li> <li>• 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</li> <li>• The plan identifies how key stakeholder groups will be involved in the implementation of the plan</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 2.5</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The school has invested heavily in appropriate supports to build out Linked Learning in the school (e.g. community school manager, CCRS, 1 case manager, 1 counselor, 1 AP per pathway)</li> <li>• Strong theory of action overall of creating a multi-tiered support system to offer wraparound supports</li> <li>• Given all the supports in place, want to see a clearer plan of how the school and each pathway plan on realizing their theory of action and intentionally leveraging all the supports in place</li> </ul>

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
<p><b>Budget</b>  <i>The 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"> <li>• Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA)</li> <li>• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>• Expenditures should support the Theory of Action, should address the Root Cause Analysis, and</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li> <li>• Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined</li> <li>• Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources</li> </ul>			



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
- The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence



**Final Recommendation**

**Probationary - Full Implementation, \$850 per pupil**

*School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning  
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*

*\*Measure N Funding Recommendations for probationary schools were presented December 2018, approved January 2019 by the Measure N Commission, and approved March 2019 by OUSD Board of Education as part of the Probationary School process.*

**Strengths:**

- Strong alignment between schoolwide vision and each pathways' vision and theory of action. Evidence leadership of school and pathways have worked deeply to align and have started to create systems across the school to support high-quality pathway development
- Commitment across each of the pathways to invest in supporting teachers growth and development on best pathway practices through professional development, conferences and extended planning time
- Continued investment in wraparound supports for pathway (e.g. AP, counselor, case manager, CCRS, WBL Liaison, pathway coach, etc)
- Strong evidence of each pathway participating in developing an integrated projects across all content areas, including CTE, and a commitment to deepening rigor
- Intentionality of beginning to integrate the pathway experience more deeply into the ninth grade

**Key Questions:**

- How do you ensure the heavy investment in supporting staff growth and development translates into deepening the integration of pathway theme into core content areas and increasing overall rigor?
- How do you expand and deepen the types of work-based learning experiences students have beyond exposure and awareness?
- How do you ensure the investment in wraparound supports and people are able to create the multi-tiered systems of support for all students?

**Next Steps:**

What	Suggested Lead	Deliverable	Date
2019-20 Probationary School Process <i>including but not limited to: Hiring of Pathway Consultant, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2019
Ensure when Measure N expenditures happen in 19-20, justification in Escape aligns with the Measure N plan	Principal and Admin		Ongoing