



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

Madison Park Academy - 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 |
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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: School scores a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on all categories. Design pathway implementation starts in earnest in SY 2017-18 | | | |

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

| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
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| 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: 3 Rationale: <ul style="list-style-type: none"> • 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 • Pathway development process was robust and thoughtfully engaged all | | | |



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| <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>stakeholders - students, parents, community and selective staff (based on capacity)</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"> • Site leadership is redesigning school structures, systems, and processes to support quality pathway development • Site is planning to leverage its TK-12 structure to support pathway development: early grade exposure to Design theme; planning 6-8 integration of theme and support structures |
| <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> <p>Root Cause Analysis is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined; especially deep dive into the data regarding off-track to graduate status of students, especially 11th graders, and about teacher attrition.</p> |
| <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: 2</p> <p>Rationale:</p> <p>Design Team has not really articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies. Goals and strategies are aligned and robust, but missing is a strong statement about what the theory of action is for the site. One might assume that the theory of action is, "If we build a design themed high school with built in academic and SEL supports for students, and aligned purpose and direction guiding all staff, then more students will graduate on time without need for remediation."</p> |
| <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> <p>The school/pathway have articulated goals that: establish new practices to support student outcomes; support 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. Especially appreciate the fully aligned partnerships with Engaging Schools, Project Lead The Way, and East Bay Consortium. Demonstrates that the school is willing to reach out for good help rather than struggling to create their own interventions, programs, etc.</p> |



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| <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 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 | <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • 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-annual |
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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 |
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| <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 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: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Expenditures support and align to specific parts of the SPSA to support students and pathway development. All students receive benefit from Measure N Funding with the resources following the students directly identified in the root cause analysis. • All expenses are compliant and aligned | | | |

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| Final Recommendation | Funding |
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| <p>Approval- Developing and Implementing 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) 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:

Depth of root cause analysis and subsequent development of related strategies.
Clarity of pathway design and steps already taken to ensure a robust first year of implementation.

Key Questions:

What is the overarching theory of action?

Possible Supplanting: None

Next Steps:

| What | Suggested Lead | Deliverable | Date |
|---|--------------------------|-------------------------------|-------------|
| Check to make sure that your Madison Park Academy Program of Study is up to date, and if it is not, please update it. | Pathway Lead, and others | Updated POS shared with HSLLO | Summer 2017 |