

Measure N Application Evaluation Standards

Measure N Planning Process

Draft



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

	Developing (Planning Funds)	Approaching (Partial Funding)	Approved (Fully Funded)
Research Process Narrative			<ul style="list-style-type: none"> • Review of Measure N outcome data that must include cohort graduation rates, dropout rates, A-G and students who are not on track to graduation because they have D's and F's • Have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators • Data include Measure N Self-Assessment against categories of Linked Learning Pathway Design criteria • Evidence exists in the form of site visits, literature review, and design meetings that document best practices and areas of growth • Research process includes feedback from and involvement of key stakeholders including students, families, industry partners, etc.
Analysis of Data & Research Question			<ul style="list-style-type: none"> • The design team has developed clear research questions that lead the inquiry process for the design team. • The research questions should drive the root-cause analysis for targeted sub-groups that are not achieving in key outcome indicators • Research questions should determine area of focus
Implementation			<ul style="list-style-type: none"> • Implementation identifies key stakeholder groups who have been involved and how they will be involved and how they will be supported to do the work of implementation • Implementation identifies SWOT analysis of the effort and strategies to address all aspects of that analysis • Implementation is designed as a series of nested cycles of inquiry that focus on the instructional core • Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support it
Deeper Learning			<ul style="list-style-type: none"> • Evidence of root-cause analysis into specific areas of focus outlined by Measure N and Linked Learning, as driven by research analysis above • Evidence of at least 2 additional site visits and further exploration into best practices, literature review, and survey, as driven by results of root cause analysis. • Clear commitment to sharing information with the broader community.

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Single Plan for Student Achievement

Draft



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SCHOOL DISTRICT**
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Category	Developing (Planning Funds)	Approaching (Partial Funding)	Approved (Fully Funded)
Theory of Action			<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
Goals			<ul style="list-style-type: none"> Clearly articulated goals that are specifically aligned to the data analysis and deeper learning, and are logically connected to the theory of action Goals are specific, measurable, and will ultimately lead to improved student outcomes The resulting Design for site and Pathway development reflects Linked Learning Pathway design criteria The resulting Design articulates how it will address the root cause analysis and data points related to student learning outcomes The resulting Design articulates how it was developed based on the research, deeper learning, and strategies developed by the team
Strategies			<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, and the instructional focus for professional development in the upcoming year.
Budget			<ul style="list-style-type: none"> The budget is clearly articulated and aligned to both the strategies and the goals Funding follows students and has a direct impact on the student experiences and outcomes Implementation includes a realistic timeline and "project management" plan including adequate and persisting resources to support it
Evaluation			<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 That 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