



Measure N Education Improvement Plan Implementation Rubric

Measure N Implementation Process

The Purpose of Measure N

The Oakland College & Career Readiness For All Act is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. **This comprehensive approach creates small learning communities of career-oriented pathways**, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

Part I: Measure N Self Assessment

Category	Probationary	Conditional Approval (Revisions)	Approved
Quality of Pathway Development Measure N Self Assessment	Pathways score a 1 (Beginning & Designing) or 2 (Developing & Approaching) on all categories	Pathways score a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on all categories	Pathways score a minimum of 3 (Meeting & Advancing) on all categories

For Pathways

Part II: Measure N Education Improvement Plan (SPSA)

Category	Probationary	Conditional Approval	Approved
Root Causes for Outcomes			<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
Clear 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.For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other.
Strategies			<ul style="list-style-type: none">Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomesStrategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.



			<ul style="list-style-type: none"> 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"> 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
Reflection, iteration, of continuous improvement			<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

Part III: Implementation Progress Monitoring Plan

	Probationary	Conditional Approval (Revisions)	Approved
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. 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.



Coherence (Measured by alignment of plan)			<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
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