



Measure N Education Improvement Plan Design Rubric

Measure N Planning Process

Part I: Linked Learning Pathway Development Readiness Rubric

	Probationary	Conditional Approval (Revisions)	Approved
Quality of Pathway Design Process Pathway Development Readiness Rubric	Pathways score a 1 (Developing proposal with no supporting evidence) or 2 (Developing proposal with some supporting evidence) on all categories	Pathways score a minimum of 2 (Developing proposal with some supporting evidence) and 3 (Promising proposal with some supporting evidence) on all categories	Pathways score 4's (Developed proposal with robust supporting evidence) on all categories

Part II: 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

Part III: SPSA-Measure N Planning Tool (SPSA)

Category	Probationary	Conditional Approval (Revisions)	Approved
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 and identify key areas for root cause analysis.
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.



			<ul style="list-style-type: none">• Clear commitment to sharing information with the broader community.
Data Analysis			<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
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.
Goals			<ul style="list-style-type: none">• Clearly articulated goals that are specifically aligned to the data analysis, 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.
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">• 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



Part III: Work Plan (1 page)

	Probationary	Conditional Approval (Revisions)	Approved
Implementation Measure N Work Plan			<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