



# Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2017-18 Measure N Plan

## McClymonds 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

<b>Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?</b> <i>(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.)</i>				
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: 2</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>Pathways score a minimum of 2 (Developing &amp; Approaching) on all categories</li> </ul>			

<b>Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)</b>				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Implementation and Progress Monitoring</b> <ul style="list-style-type: none"> <li>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</li> <li>Work plan leads to cycles of inquiry and continuous improvement for the school community</li> <li>Implementation includes a realistic timeline and “project management” plan including adequate and persisting resources to support key goals and strategies</li> <li>Work plan is embedded into a well articulated team structure for the school site to distribute leadership</li> </ul>	<b>Score: 2</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>Limited evidence of how stakeholder groups will be involved in pathway planning or cycles of inquiry</li> <li>Work plan currently lives with co-principals, one teacher leader, and a consultant</li> </ul>			



<p>across the school community</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Implementation plans further developed for Engineering pathway; little evidence of implementation plans for proposed Entrepreneurship pathway</li> <li>Limited evidence of established structures for cycles of inquiry</li> </ul>
<p><b>Coherence (Measured by alignment of plan)</b></p> <ul style="list-style-type: none"> <li>Site leadership is redesigning larger school structures, systems, and processes to support quality pathway development</li> <li>Site leadership and staff understand pathway development plans and the role they play in ensuring the implementation of these plans</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Evidence of proposed changes to 2017-18 professional development calendar to include time for pathway teams to collaborate</li> <li>Staff has had limited time to plan for pathways and is in the early stages of internalizing pathway development process and understanding the role they play in implementation</li> </ul>
<p><b>Root Causes for Outcomes</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.</li> <li>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.</li> <li>Data includes Measure N Self-Assessment (rubric) against categories of Linked Learning Pathway Design criteria</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Core of root cause analysis is connected to school wide systems, lack of focus on literacy, and lack of interventions for specific underperforming sub-groups; no mention of specific data points</li> </ul>
<p><b>Clear Theory of Action</b></p> <ul style="list-style-type: none"> <li>Design Team has articulated a theory of action that bridges from their root cause analysis logically into their goals and strategies.</li> <li>For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>A clear through-line exists between identified goals and strategies</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Strategies meet the goals, are research based, and have proven effective for improving equitable student outcomes</li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</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, the purpose of Measure N, and the instructional focus for professional development in the upcoming year.</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Strategies are research-based and aligned to Measure N</li> <li>There is room to improve clarity of strategic actions and how cycles of inquiry will occur</li> <li>Pathway goals are still under development and it is unclear as to how these goals will inform the professional development focus</li> </ul>
<p><b>Reflection and Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Uses pathway-specific student learning outcomes to guide the design of the pathway program of study, curriculum, instruction, and assessment</li> <li>Engages students, parents, and community members in the review and revision process</li> <li>Reviews all available disaggregated data on student performance and progress on at least a quarterly basis to</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>School has proposed strategies that can support overall student achievement and have the potential to support rigorous pathway goals</li> <li>There is room to improve clarity of how cycles of inquiry will occur</li> <li>Room for improvement as to how stakeholders and will review and inform pathway revisions</li> </ul>



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	
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**Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA**

<b>Category</b>	<b>Compliant &amp; Aligned</b>  4	<b>Compliant Partially Aligned</b>  3	<b>Non-Compliant</b> • Supplanting • Not Allowable  2	<b>Missing</b>  1
<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>Expenditures must be clearly in support of and come from the logical thru line that is evident in the Education Improvement Plan (SPSA)</li> <li>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.</li> <li>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</li> <li>Budget provides clear resources that are embodied in the school/pathways master schedule in clearly articulated ways.</li> <li>Implementation includes a realistic timeline and “project management” plan including adequate and persisting resources to support it</li> <li>Expenditures must be used to supplement (increase the level of services) and not supplant (replace) funds from any sources</li> <li>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</li> <li>Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Some expenditures listed are covering expenses of staff salary, and costs that should be funded by the school if Measure N funds were not available</li> <li>Some expenditures require detailed justification to determine alignment to the purpose of Measure N</li> <li>There is evidence that there is need for the school site to further investigate Linked Learning pathways and conduct school site visits</li> </ul>			



Final Recommendation	Funding
<p><b>Probationary</b></p> <p>Measure N Education Improvement Plan (SPSA) demonstrates school site needs to develop key conditions required for quality pathway development and/or needs to develop the key pillars of Linked Learning.</p> <p>Site will be expected to allocate funding to one of the Support Providers listed below in order to receive direct support and guidance in the pathway development process.</p> <p>Required Support Provider:</p> <ul style="list-style-type: none"><li>• Hire a .5 FTE Pathway Coach to support Pathway Development<ul style="list-style-type: none"><li>◦ Pathway Coach is required to participate in OUSD Pathway Coaches' Community of Practice</li></ul></li></ul> <ol style="list-style-type: none"><li>1. Site will be expected to present to the Measure N Commission in the fall on their action plan, updated Measure N Education Improvement Plan (SPSA), and progress.</li><li>2. Site will be prioritized by the Measure N Commission for a follow up site visit during the year.</li></ol>	<p><b>Full Funding*</b> (\$850 per student)</p> <p>*Site will receive Full Funding during the 1 Year of Probationary status.</p> <p>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> <p>Site will be expected to have addressed the areas of growth by the end of the 1 Year of Probationary status and must demonstrate this during the annual May presentations to the Measure N Commission.</p> <p>Sites that do not follow the process outlined above will be re-evaluated in May 2018 and may receive Planning Funding.</p>

**Strengths:**

- Strategies are clearly aligned to schoolwide goals.
- Pathway development teams have been identified and have started the work of developing concrete student-learning outcomes grounded in CTE standards.

**Key Questions:**

- How will your pathway teams engage ongoing reflection?
- How will this reflection inform real-time pathway adjustments?
- How will all key stakeholders inform ongoing pathway development?

**Possible Supplanting:**

- Teacher librarian



**Next Steps:**

<b>What</b>	<b>Suggested Lead</b>	<b>Deliverable</b>	<b>Date Due</b>
Develop scope & sequence and curriculum for STEAM exploration course and clearly articulate how the course will expose students to each of the pathways via its curriculum.	Pathway Coach Pathway Team Leads	Scope and sequence Curriculum materials	Fall 2017
Reallocate Measure N funding for dedicated 0.5 FTE for a pathway coach	Co-Principals	Hire 0.5 FTE Pathway Coach	Fall 2017
Develop syllabus and course outline for Principles of Engineering class	Pathway Coach	Syllabus for P.O.E. course	Fall 2017
Identify frequency (i.e. quarterly) with which pathway teams will check progress towards goals as well as protocol to conduct that reflection.	Pathway Coach Pathway Team Leads	Pathway Development Calendar	Fall 2017
Identify engagements for key stakeholders (students, parents, community) to provide input/feedback on pathway content, development, and experiences	Pathway Coach	Pathway Development Calendar	Fall 2017
Develop student learning outcomes grounded in CTE standards for each pathway	Pathway Coach Pathway Development Teams	Student Learning Outcomes for Engineering and Entrepreneurship Pathway	Fall 2017
Create a schedule of site visits to Business Academies in California for a team of teachers in the Entrepreneurship Pathway to visit this year and next that are high performing business pathways.	Pathway Coach Co-Principals	Schedule	Fall 2017
Engage industry partners in conversation about pathway theme(s) and mission/vision.	Pathway Coach Pathway Team Leads Pathway Development Teams	Roster of Industry Partners for each pathway	Fall 2017
Specify what personalization looks like across the school to best support students and integrate this personalization into the pathway plan.	Co-Principals Pathway Coach	[REVISED] Programs of Study, Pathway Mission and Vision	Fall 2017



		documents	
Develop scope and sequence for Entrepreneurship pathway and ensure pathway theme is reflected in the scope and sequence. Theme must be grounded in the California CTE standards.	Pathway Design Team Pathway Coach	[REVISED] Mission and Vision documents (include this here)	Fall 2017
Create a clear plan for recruitment and placement in each pathway.	Co-Principals	Student recruitment and placement plan, with supports integrated into pathway.	Fall 2017
Create 2 clear integrated projects that students will participate in that will be signature experiences for the school and pathway. These projects should align to the overall pathway theme and provide opportunities for teachers to collaborate.	Pathway Coach Pathway Development Teams	Project descriptions	Fall 2017
Create clear work based learning continuum with integration into the CTE courses. Pathway coach and work based learning Liaisons should work with teachers to create curriculum that integrates WBL standards into units of study.	Pathway Coach Work Based Learning Liaison Pathway Development Teams	Course descriptions linked in the Program of Study	Fall 2017
Develop capstone experience that is backwards mapped from the graduate profile and student learning outcomes for each pathway.	Pathway Coach Pathway Development Teams	Capstone course description	Fall 2017