Linked Learning Logic Model for Pathway Development

HSLLO Theory of Action for Pathway Development: *"If we work with schools to develop above and below the green line systems and build the capacity of site teams to create and sustain equitable Linked Learning Pathways, then by June 2017 more historically underrepresented students will be on-track to graduate (with a clear plan in hand for college, career, and community success)."*

Design → **Implementation**

Inputs (what we invest)

- Linked Learning Initiative Design (& Essential Elements, initiative parameters)
- Existing CPA's & $
- Existing Pathways
- Measure N Design & $
- District HSLLO, T&L, Etc.
- Site Leadership & Capacity
- Teachers
- Students
- Families
- Industry Partners, $$
- Community Partners
- 4 year & CC System Supports & Partnerships
- Philanthropic Partners, $$

The "How" of Support

Pathway Coaches, CCRS's, WBLL's, Admin Support Staff, Network Partners, T&L Coaches, Technical Assistance Providers

Activities (support Collaborative Capacity Building)

School & Pathway Recruitment, Enrollment, & Selection

- New Options & Pathway Recruitment Process
- Student Placement Office supports Pathways & school "right-sizing"

Design & Continuous Improvement Activities

- Design Teams form & meet (CoI)
- New Pathway development
- PEC & ELLMA incorporated
- WASC home teams & focus groups
- Existing pathways engage in continuous improvement process (CoI)

Leadership Activities

- Professional learning for Principals
- Principal coaching
- Site Administration & Pathway Leads meet (CoI)
- Leadership capacity building (teams)

Instructional Core Activities

- HSLLO aligns with T&L, etc. (policy & practice)
- Teaching & Learning supports content area PLC's
- Pathway CoP's meet (CoI)
- Profesisonal learning for Pathway Leads
- Collaborative capacity building

Structural Changes (support Systemic Solutions)

Equitable Options/ Recruitment System

- Equitable Options & Pathway Recruitment System
- All steps in the process including placement & "right-sizing"

Master Schedule Changes

- Pathway cohort scheduling of students
- Pathway cohort scheduling of teachers
- Dual enrollment opportunities
- WBL continuum of experiences, including internships
- Integrated project based curriculum x-content areas in pathways

Organizational Changes

- Restructured Administrative Teams (Principals, AP's, Counselors, etc.)
- Restructured Org. Chart at sites

Instructional Core Structural Changes

- Common formative assessments & rubrics
- Graduate Capstone (performance based common culminating assessments - backward mapping)
- Pathway student learning outcomes, program ot study, CTE courses, DE courses, alignment supports industry sector theme, cross-pathway courses, etc.
- Increased WBL opportunities

Outputs (support Coherent, High Quality Instructional Core & Student Performance)

Student Outputs (Experience)

- Equitable pathway demographics (access & persistence)
- Community feeling among students
- Personalization
- WBL experiences (community partnerships) tied to academic learning
- Dual enrollment course options
- Engagement
- High expectations & Common Core-aligned curriculum
- Real world meaningful learning
- SEL & RJ integrated into all experiences
- Student collaboration

Adult Outputs (Experience)

- Principal retention & improved evaluations
- More teacher collaboration time
- Teachers experience various initiatives as integrated into Pathway work (e.g., CCSS, NGSS, CTE, TGDS)
- Focus on quality & performance in instructional core integrates initiatives
- Pathway CoP engages in continuous improvement cycle
- Instructional design & revision cycle, collaborative inquiry, & professional learning focus on integrated instructional core

Outcomes

OUSD Graduate Profile

College, Career, & Community Ready Graduate

Increase Career Relevant Certificates
Increase College Acceptance & Persistence

Decrease disparities in student achievement & access to career pathways across all groups
Increase A-G completion rate
Decrease drop-out rate
Increase graduation rate

Increase Middle School student successful transition to High School
Increase attendance
Decrease disciplinary actions
Increase A-G on track
Increase pathway persistence

Adult Outcomes
Culture of teacher support & collaboration
Increase teacher retention, both pathway & content area

Impact

College, Career, & Community Success

Feedback Loop

Feedback Loop

Feedback Loop (reflection on experience, adult learning, assessment, evaluation)