Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0828

Oakland Technical High School

Checklist of Required Elements:

- ▣ Submitted Measure N Education Improvement Plan (SPSA)
- ▣ Submitted Measure N Budget for 2018-19
- ▣ Completed Measure N Self Assessment

- ▣ Silver Certification Status
- ▣ Answered Measure N Commission Questions

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(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 the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 3** **Rationale:** ● There is strong evidence that there are CTE course sequences in all pathways and actions connected to the Rigorous Academics pillar will be supportive of student success. ● More thoughtful actions and allocations need to be in place under Comprehensive Student Supports to ensure vulnerable students are supported in all pathways, particularly students who are ELs and students with IEPs. **Feedback for continued progress monitoring:** Get clear on what Tier 1 and Tier 2 should look like within classrooms to ensure students are able to maintain inclusion in pathway programming			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1

Needs Assessment: *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action* ● Data Analysis: 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, and climate and culture indicators ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined ● Effective Strategies: Goals 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	**Score: 3** **Rationale:** ● Preponderance of evidence and data to identify the challenges are present and high-leverage actions are aligned to the identified needs. ● There is evidence of deep reflection and thoughtfulness ● The high leverage actions to offer additional interventions for students and increase diversity in pathway enrollment are key levers to improve overall pathway quality. This could be foundational to move the school to wall-to-wall pathway implementation.
	Feedback for continued progress monitoring: Have a focus on LTELs, students with IEPs and create consistent programming structures to ensure this group gets what they need to be successful in school
Schoolwide Enabling Conditions *The school has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development* ● Self-assessment provides evidence that justifies the scores ● Site leadership and staff have identified areas of growth for the pathway development plans and the role they play in ensuring the implementation of these plans ● Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers ● Goals 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 ● Alignment between schoolwide goals and Measure N priorities is evident ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes ● For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** ● It will be essential for school leaders to create alignment in school structures and in professional development for all staff centered on the vision of pathway access for all students. Also, creating clearer decision-making structures will important in the process to help move the school towards wall-to-wall pathway structures ● How will the admin team be structured to ensure that the administrators, the Assistant Principal assigned to Pathways, Counseling Team and the Pathway Coach all work in alignment? ● Supporting teachers to learn and engage in the move towards a block schedule will be foundational for Tech's future in building wall-to-wall pathways.
	Feedback for continued progress monitoring: What PD is needed for ensuring that the move to wall-to-wall pathways will be implemented with fidelity and alignment?
Rigorous Academics & Career Technical Education *The school has thoughtfully analyzed the development of the Rigorous Academic and Career Technical Education Linked Learning Pillars and has determined areas of growth to further develop and integrate the pillars* ● Self-assessment provides evidence that justifies the scores ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that	**Score: 3** **Rationale:** ● Evidence of academic core integrating more with pathway courses ● More focused approach to ensure that all rising 10th grade students are cohorted into pathways ● Expectation of performance assessments across all subjects to be

are not achieving key outcome indicators
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars
- The plan identifies how key stakeholder groups will be involved in the implementation of the plan
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

standard-based and CTE standards-based

Feedback for continued progress monitoring:
As the move towards wall-to-wall pathways continues, what is transition plan to ensure buy-in from all staff including counselors and formerly non-pathway teachers?

Work-Based Learning
The school has thoughtfully analyzed the development of the Work-Based Learning Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar
- Self-assessment provides evidence that justifies the scores
- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar
- Alignment between schoolwide goals and Measure N priorities is evident
- The plan identifies how key stakeholder groups will be involved in the implementation of the plan
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:
- Continuing with ECCO internships for 11th grade students
- Continuing to fund WBL Liaison
- Working on tracking WBL experiences for all students

Feedback for continued progress monitoring:
Continue focus for all pathways and the whole school to have more internship experiences and WBL experiences including students who are low credit, ELLs, and other groups of students who have often been unable to take part in pathway work.

Comprehensive Student Supports
The school has thoughtfully analyzed the development of the Comprehensive Student Supports Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar

- Self-assessment provides evidence that justifies the scores
- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators
- 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 purpose of Measure N
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar
- The plan identifies how key stakeholder groups will be involved in the implementation of the plan
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:
- Goals are in alignment with supporting students to be successful.
- COST process is a strength in programming in how school supports students
- Continued investment in student support specialists

Feedback for continued progress monitoring:
There is a need for progress monitoring of students with IEPs, low-credit students, students who are AA, Latino, ELLs, LTELs and to ensure that in Pathways and within the school day, structures are in place for these groups of students to be successful at the same rate as all students.

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

Category	Compliant	Compliant	Non-Compliant	Missing
			• **Supplanting**	

	& Aligned 4	Partially Aligned 3	• Not Allowable 2	1

Budget	Score: 4
The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies • Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA) • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning • 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 • 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 • Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school • The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence	**Rationale:** • Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development • Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined • Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources

Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)

Strengths:
- Thorough data analysis of needs
- Actions to further develop performance assessments and interdisciplinary work are evident
- Allocations to support move towards block-scheduling and setting foundations for wall-to-wall pathway structures are evident

Key Questions:
- How will school leadership and pathway leadership work in alignment to build capacity of staff to ensure sustaining success and access for all students in pathways?
- How will the positions allocated to support students work in alignment to ensure A-G access, on-track for graduation, and pathway courses for all students?
- How are all students gaining career-ready experiences in all pathways throughout their 9-12 experience?

Next Steps:

What	Suggested Lead	Deliverable	Date
PD Plan for moving towards wall-to-wall pathways	Principal	PD Plan	
Structure Counseling Team to have a counselor represent each pathway	Principal/APs	Roles/Responsibilities	
Move school to wall-to-wall pathways by the 2020-2021 school year	Principal/Admin Team	Three-year plan	Ongoing