Developing logic models for school improvement systems

January 30, 2020
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Kathy Terry, and
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Agenda

Welcome and Introduction
What Are Logic Models? An Overview
Presentation of Logic Models
Discussion and Feedback
Next Steps
Meeting objectives

1. Revisit concepts from Introduction to Logic Modeling training. Present school action logic models.
   - Reassign
   - Restart
     - District-managed
     - Partner-managed
   - New school
     - District-managed
     - Partner-managed

2. Gather feedback to improve the logic models and discuss potential uses.
Introductions

• Name
• Title
• How do you hope to use logic models?
What are logic models: An overview
Sample Logic Model

- A graphical depiction of the logical relationship among the resources, activities, and outcomes of a program, where a series of if-then statements connect the components.

- A visual representation of the assumptions and theory of action that underlie the structure of a program.
How can I use a logic model?

Planning/ Guiding Implementation

Staff & Stakeholder Orientation

Funding/ Advocacy

Program Management

Evaluation

Sources: Kellogg Foundation (2004); REL Pacific (2014)
Logic Model Wordle
Articulating the need, resources, and intended outcomes

Answer the following questions:

- **Why** is the program/policy needed?
- **What** resources does the program/policy need to succeed?
- **What** will be done with those resources?
- **What** results/changes should occur?
- **Whom** will the program/policy reach and benefit?
Mapping onto a logic model

**Question**

- **Why** is the program/policy needed?  
  
  **Maps to**
  
  = Problem/Goal

- **What** resources does the program/policy need to succeed?
  
  **Maps to**
  
  = Inputs (Resources)

- **What** will be done with those resources?
  
  **Maps to**
  
  = Activities/Outputs

- **What** results/changes should occur?
  
  **Maps to**
  
  = Outcomes (Impacts)

- **Whom** will the program/policy reach and benefit?
  
  **Maps to**
  
  = Audience/Participants/Beneficiaries
Components of a logic model

- Problem/Goal
  - Inputs
  - Activities/Outputs
  - Outcomes
  - Material and Nonmaterial Resources
  - Activities, Participants, and Measures
  - Short term
  - Medium term
  - Long term
  - Assumptions
  - External Factors
Presentation of logic models

School actions:

• Reassign

• Restart
  • District-managed
  • Partner-managed

• New school
  • District-managed
  • Partner-managed
Think about . . .

What questions do you have?
Do the components make sense?
Is there anything missing?
Can we be more specific?
Simple school reassign logic model

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

**Inputs (Resources)**
- Center for School Actions
- Texas Education Agency (TEA) School Action Fund and other funds
- Technical assistance providers
- District planning and implementation team
- Data on school performance
- Open seats in high-performing schools or new schools
- Community support

**Activities/Outputs**
- District develops and implements a plan to close a low-performing school.
- Students are reassigned and enrolled in high-performing schools or new schools.

**Outcomes (Impacts)**
- Improved student outcomes
## School Reassign

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

### Inputs
- Center for School Actions
- TEA School Action fund and other funds
- Technical assistance providers
- District planning and implementation team
- Data on multiple measures of school performance
- Policy and decision criteria for reassignment
- Open seats and capacity at high-performing schools or new schools
- Support from board and community

### Activities/Outputs

<table>
<thead>
<tr>
<th><strong>District Staff</strong></th>
<th><strong>Decisionmakers</strong></th>
<th><strong>Teachers and Staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze historical data to identify low-performing schools and information to show receiving schools can improve outcomes and have open seats.</td>
<td>Develop school reassign plan and timeline.</td>
<td>Leave their position or are reassigned to other district schools (depending on district contract structure).</td>
</tr>
<tr>
<td>Close low-performing schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reassign students to high-performing schools or new schools.</td>
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</tr>
</tbody>
</table>

### Assumptions
- Adequate data are available.
- School reassignment will provide better learning opportunities.

### Outcomes

<table>
<thead>
<tr>
<th><strong>Short</strong></th>
<th><strong>Medium</strong></th>
<th><strong>Long</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to higher quality peer and teacher networks with stronger academic standards and an improved learning environment</td>
<td>Improved student engagement in school</td>
<td>Improved academic and nonacademic outcomes for students</td>
</tr>
<tr>
<td>Increased attendance rates</td>
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<tr>
<td>Strengthen community and school relationships with transparency and engagement</td>
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<td></td>
</tr>
</tbody>
</table>

### External Factors
- Quality of new schools
- Timing of “announcement”
- State and local laws and mandates
Simple school restart logic model

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

**Inputs (Resources):**
- Center for School Actions
- TEA School Action fund and other funds
- Data on school performance
- Community support

**Activities/Outputs:**
- District or partner organization develops a new academic program.
- District or partner organization will hire new school leadership and instructional staff

**Outcomes (Impacts):**
- Improved student outcomes
# School restart: District-managed

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities/Outputs</th>
<th>Short</th>
<th>Outcomes (Medium)</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for School Actions</td>
<td>District manages restart school using same protocols as a traditional school.</td>
<td>Increased programmatic and learning options for students within their community</td>
<td>Improved student engagement in school</td>
<td>Improved academic and nonacademic outcomes for students</td>
</tr>
<tr>
<td>TEA School Action fund and other funds</td>
<td>District implements the ACE or an ACE-like model at the restart school.</td>
<td></td>
<td>Increased student attendance</td>
<td></td>
</tr>
<tr>
<td>District-led management team</td>
<td>District commits to follow the five core pillars of the ACE model.</td>
<td>High expectations and positive campus culture</td>
<td>Strengthen community and families’ trust transparency and engagement</td>
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</tr>
<tr>
<td>Technical assistance providers</td>
<td>District replaces school leadership and instructional staff.</td>
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<tr>
<td>Support from board and community</td>
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</tr>
</tbody>
</table>

**Assumptions**
- New school model will provide better learning opportunities.

**External Factors**
- Supply of effective leaders and teachers
- Timing of "announcement"
- Grade levels affected (phase-in or whole-school approach)
## School restart: Partner-managed

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

<table>
<thead>
<tr>
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<th><strong>Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for School Actions</td>
<td>District commits to a new governance structure.</td>
<td>Increased programmatic and learning options for students within their community</td>
</tr>
<tr>
<td>TEA School Action fund and other funds</td>
<td>District conducts a rigorous review process (Call for Quality Schools) to assess and select restart partner.</td>
<td>Strengthen community and families’ trust transparency and engagement</td>
</tr>
<tr>
<td>Rubric/decision criteria for assessing and selecting restart partner</td>
<td>District develops performance contract.</td>
<td>Improved student engagement in school</td>
</tr>
<tr>
<td>District team (staff with capacity to address legal, technical, and practical issues)</td>
<td>District and restart partner execute contract.</td>
<td>Increased student attendance rates</td>
</tr>
<tr>
<td>Support from board and community</td>
<td>Decisionmakers develop communication strategy and share restart plan with community and stakeholders; revise plan based on input.</td>
<td>Increased number of students in high-performing schools</td>
</tr>
<tr>
<td></td>
<td>District transfers management, autonomy, and staffing of campus to restart partner.</td>
<td></td>
</tr>
</tbody>
</table>

### Assumptions
- Restart partner understands the local context, students, and community served.

### External Factors
- Supply of high-quality restart partners
- Timing of “announcement”
- Grade levels affected (phase-in or whole-school approach)
**Simple new school logic model**

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

**Inputs (Resources):**
- Center for School Actions
- TEA School Action fund and other funds
- District-led management team or district staff with knowledge to assess a partner organization’s capacity to operate new school
- Community support

**Activities/Outputs:**
- District and/or partner organization develops a new academic program.
- District and/or partner organization prioritizes and guarantees admission for students attending low-performing schools.
- District and/or partner organization will hire new school leadership and instructional staff.

**Outcomes (Impacts):**
- Improved student outcomes
New school: District-managed

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

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<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for School Actions</td>
<td>District implements a proven academic program that aligns with the district’s vision and meets specific needs of the community.</td>
<td>Increased programmatic and learning options for students within their community.</td>
<td>Improved student engagement in school.</td>
<td>Improved academic outcomes for students</td>
</tr>
<tr>
<td>TEA School Action fund and other funds</td>
<td>District hires a school leader that has successfully completed or supports a district leader to successfully complete a new school design program.</td>
<td>Strengthen community and school relationships with transparency and engagement</td>
<td>High expectations and positive campus culture.</td>
<td>Increased number of students in high-performing schools</td>
</tr>
<tr>
<td>District-led management team</td>
<td>District hires new leadership and instructional staff with a rigorous evaluation process.</td>
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<td></td>
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</tr>
<tr>
<td>Data on community need and demand for the new school</td>
<td>District partners with community stakeholders to publicize the opening of a new school or phase-in of new school.</td>
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</tr>
<tr>
<td>School will receive a new county district campus number</td>
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<tr>
<td>Support from board and community</td>
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**Assumptions**
- District completed a needs assessment within their community and seeks to design a new school that will meet the needs of their students.
- New school will provide better learning opportunities.

**External Factors**
- Quality of new schools
- Available space and/or current facilities can accommodate new school or phase-in of new school
- Supply of effective leaders and teachers
# New school: Partner-managed

**Goal:** To increase high-quality/best-fit learning options to foster positive academic outcomes for all students.

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</thead>
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<tr>
<td>Center for School Actions</td>
<td>District engages in a rigorous process called a Call for Quality Schools to assess an operator’s capacity to launch a new school.</td>
<td>Increased programmatic and learning options for students within their community</td>
<td>Improved student engagement in school</td>
<td>Improved academic outcomes for students</td>
</tr>
<tr>
<td>TEA School Action fund and other funds</td>
<td>Enrollment policies are created that prioritize and guarantee admission to students attending or zoned to a comprehensive or targeted campus.</td>
<td>Strengthen community and school relationships with transparency and engagement</td>
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</tr>
<tr>
<td>District team (staff with capacity to address legal, technical, and practical issues)</td>
<td>District develops a proven academic program that will be managed by a partner organization.</td>
<td>High expectations and positive campus culture</td>
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<td></td>
</tr>
<tr>
<td>Data on community need and demand for the new school</td>
<td>District, in partnership with high-quality operator, hires new school leadership and instructional staff with a rigorous evaluation process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School will receive a new county district campus number</td>
<td>District and high-quality operator partner with community stakeholders to publicize the opening of a new school or phase-in of new school.</td>
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- District completed a needs assessment within their community and seeks to design a new school that will meet the needs of their students.
- New school will provide better learning opportunities.

**External Factors**
- Quality of new schools
- Available space and/or current facilities can accommodate new school or phase-in of new school
- Supply of high-quality partner organizations
Break
Feedback!
Before we race off to revise, let’s consider…

• How can these logic models help staff at districts and schools understand the school actions?

• How do you plan to use these logic models?
Next Steps

REL Southwest team will

• review feedback,
• revise the logic models,
• follow up with questions, and
• share the final logic models with TEA.
Stakeholder Survey
Resources for Understanding School Actions: School Reassign, Restart, and New School


Resources (continued)


Resources (continued)


Resources (continued)


Resources (continued)


Resources (continued)


Resources (continued)


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