Simple school reassign logic model

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

This logic model was developed in partnership with TEA.

School reassign

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

Inputs	Activities/Outputs		Outcomes		
			Short	Medium	Long
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	**District staff** analyze historical data to identify low-performing schools and information to show receiving schools can improve outcomes and have open seats. **Decisionmakers** develop school reassign plan and timeline. **Decisionmakers** develop a communication strategy and share the reassignment plan with community and stakeholders; revise plan based on input. **District staff** supports students and staff during transition (at closing and welcoming schools).	Close low-performing **schools.** Reassign **students to** high-performing schools or new schools. **Teachers and staff** leave their position or are reassigned to other district schools (depending on district contract structure).	Access to higher quality peer and teacher networks with stronger academic standards and an improved learning environment Strengthen community and school relationships with transparency and engagement	Improved student engagement in school Increased attendance rates	Improved academic and nonacademic outcomes for students Improved outcomes at other low-performing schools (for example, threat of reassignment may motivate low-performing schools to improve)

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

External Factors:
- Quality of new schools
- Timing of "announcement"
- State and local laws and mandates

This logic model was developed in partnership with TEA.

Simple school restart logic model

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

This logic model was developed in partnership with TEA.

School restart: District-managed

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

Inputs	Activities/Outputs		Outcomes: Short	Outcomes: Medium	Outcomes: Long
Center for School Actions	District manages restart school using same protocols as a traditional school.	District identifies and hires effective leaders and instructional staff for restart school.	Increased programmatic and learning options for students within their community	Improved student engagement in school	Improved academic and nonacademic outcomes for students
TEA School Action fund and other funds	District implements the ACE or an ACE-like model at the restart school.	District partners with community stakeholders to publicize the restart (new model, mission, leadership, and staff at school).		Increased student attendance	Increased number of students in high-performing schools
District-led management team	District commits to follow the five core pillars of the ACE model.		High expectations and positive campus culture	Strengthen community and families' trust transparency and engagement	
Technical assistance providers	District replaces school leadership and instructional staff.				
Support from board and community					

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)

This logic model was developed in partnership with TEA.

School restart: Partner-managed

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
- Rubric/decision criteria for assessing and selecting restart partner
- District team (staff with capacity to address legal, technical, and practical issues)
- Support from board and community

Activities/Outputs

- **District** commits to a new governance structure.
- **District** conducts a rigorous review process (Call for Quality Schools) to assess and select restart partner.
- **District** develops performance contract.
- **District and restart partner** execute contract.
- **Decisionmakers** develop restart plan and timeline.
- **District** transfers management, autonomy, and staffing of campus to restart partner.
- **Decisionmakers** develop communication strategy and share restart plan with community and stakeholders; revise plan based on input.
- **District and restart partner** support students and staff during transition.

Outcomes

Short

- Increased programmatic and learning options for students within their community
- High expectations and positive campus culture

Medium

- Strengthen community and families' trust transparency and engagement
- Improved student engagement in school
- Increased student attendance rates

Long

- Improved academic and nonacademic outcomes for students
- Increased number of students in high-performing schools

Assumptions

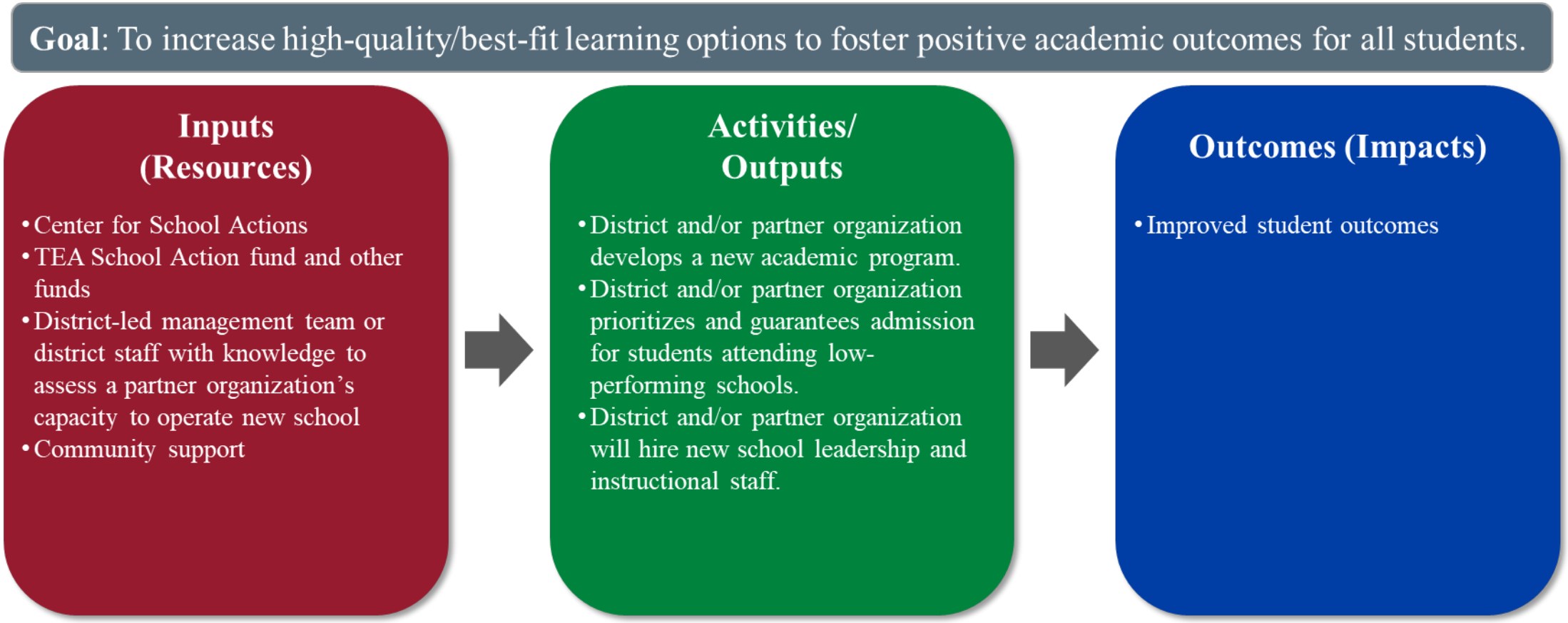
- Restart partner understands the local context, students, and community served.

External Factors

- Supply of high-quality restart partners
- Timing of "announcement"
- Grade levels affected (phase-in or whole-school approach)

This logic model was developed in partnership with TEA.

Simple new school logic model



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New school: District-managed

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

Inputs	Activities/Outputs		Outcomes: Short	Outcomes: Medium	Outcomes: Long
Center for School Actions	District implements a proven academic program that aligns with the district's vision and meets specific needs of the community.	District must develop enrollment policies that prioritize and guarantee admission to students attending or zoned to a comprehensive or targeted campus.	Increased programmatic and learning options for students within their community	Improved student engagement in school	Improved academic outcomes for students
TEA School Action fund and other funds	District hires a school leader that has successfully completed or supports a district leader to successfully complete a new school design program.	District partners with community stakeholders to publicize the opening of a new school or phase-in of new school.	High expectations and positive campus culture	Strengthen community and school relationships with transparency and engagement	Increased number of students in high-performing schools
District-led management team	District hires new leadership and instructional staff with a rigorous evaluation process.				
Data on community need and demand for the new school					
School will receive a new county district campus number					
Support from board and community					

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

This logic model was developed in partnership with TEA.

New school: Partner-managed

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
- District team (staff with capacity to address legal, technical, and practical issues)
- Data on community need and demand for the new school
- School will receive a new county district campus number
- Support from board and community

Activities/Outputs

- District engages in a rigorous process called a Call for Quality Schools to assess an operator's capacity to launch a new school.
- District develops a proven academic program that will be managed by a partner organization.
- District, in partnership with high-quality operator, hires new school leadership and instructional staff with a rigorous evaluation process.
- Enrollment policies are created that prioritize and guarantee admission to students attending or zoned to a comprehensive or targeted campus.
- District and high-quality operator partner with community stakeholders to publicize the opening of a new school or phase-in of new school.

Outcomes

Short

- Increased programmatic and learning options for students within their community
- High expectations and positive campus culture

Medium

- Improved student engagement in school
- Strengthen community and school relationships with transparency and engagement

Long

- Improved academic outcomes for students
- Increased number of students in high-performing schools

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 high-quality partner organizations

This logic model was developed in partnership with TEA.