Developing logic models for school improvement systems

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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.
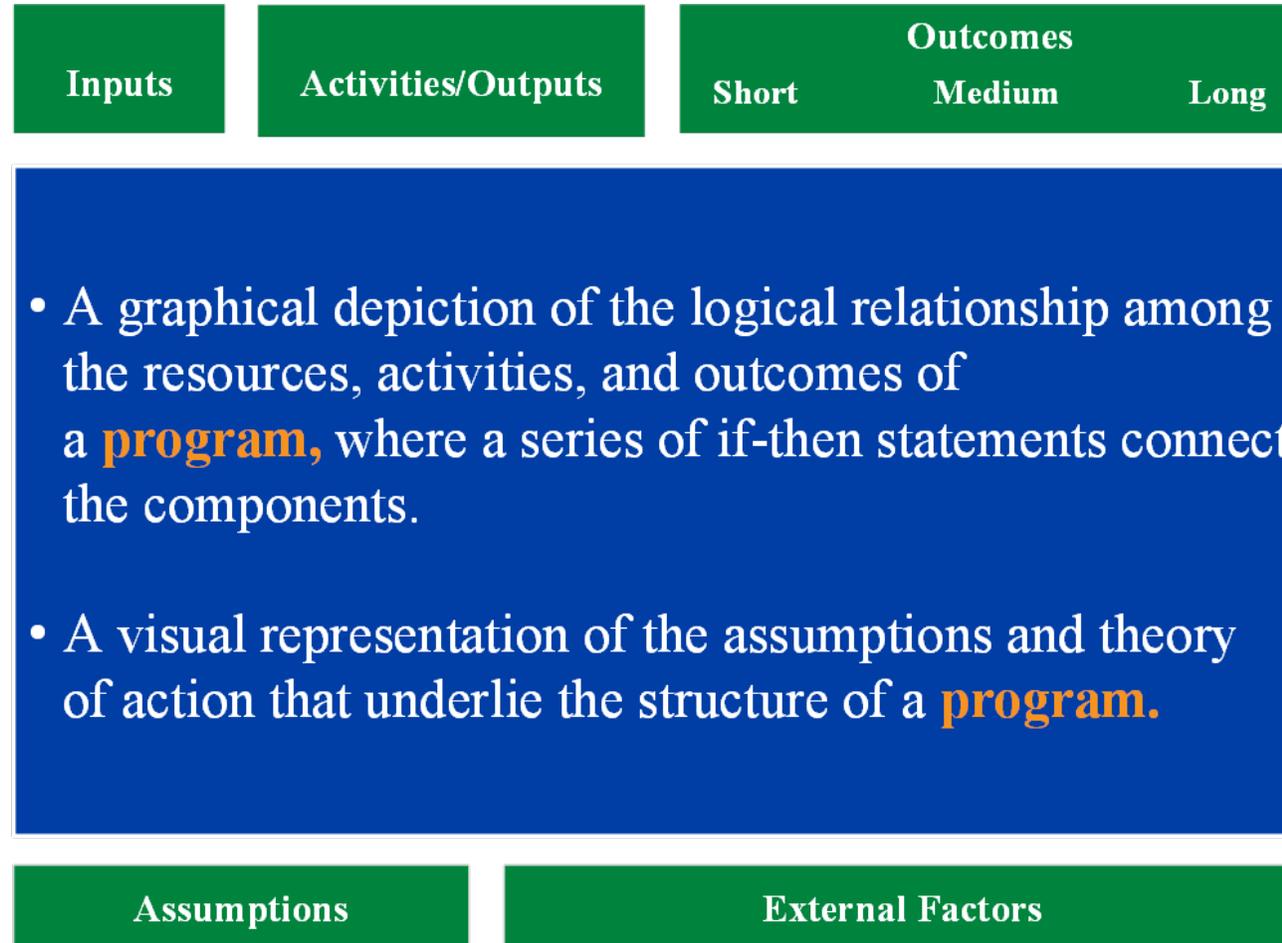
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Introductions

- Name

- Title

- How do you hope to use logic models?

What are logic models:
An overview

Sample Logic Model

Inputs	Activities/Outputs	Outcomes		
		Short	Medium	Long

- 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.**

Assumptions	External Factors

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How can I use a logic model?

Planning/ Guiding Implementation

Staff & Stakeholder Orientation

Funding/ Advocacy

Program Management

Evaluation
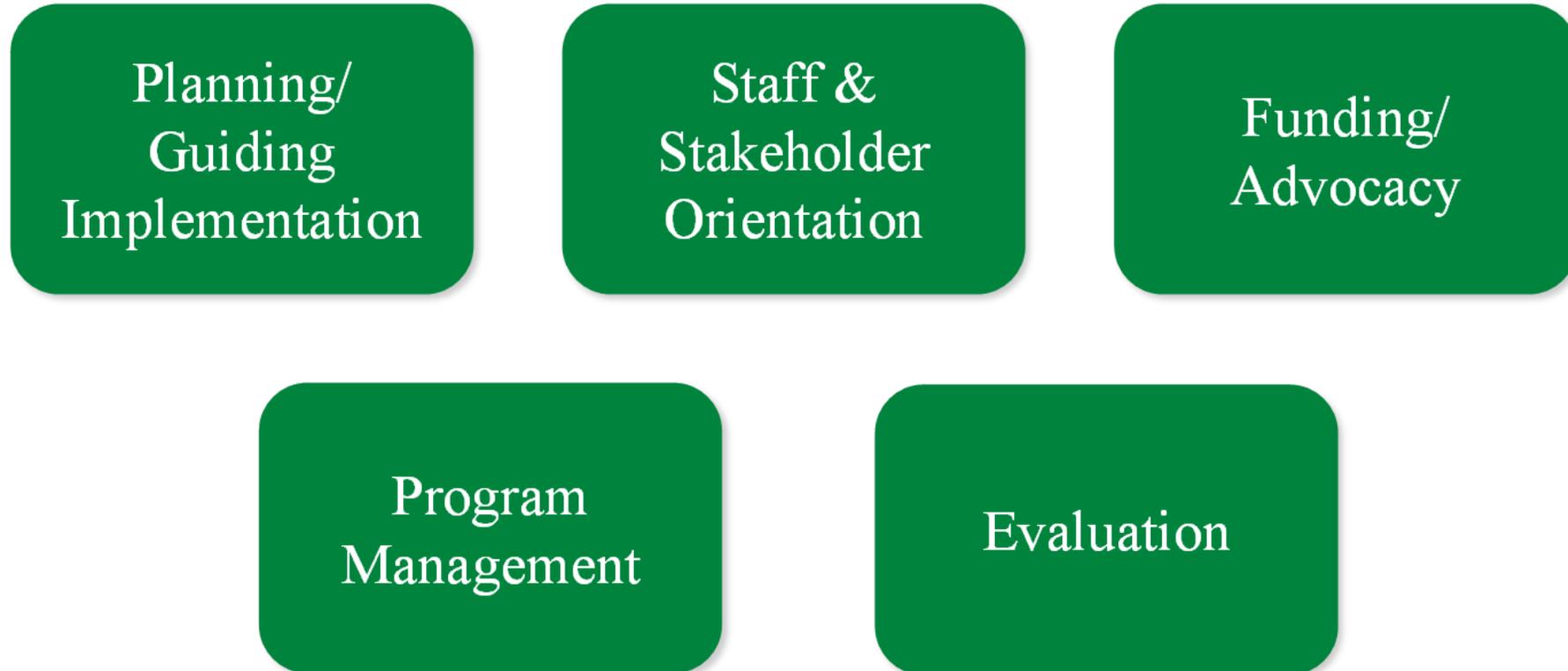
Sources: Kellogg Foundation (2004); REL Pacific (2014)

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		Maps to
• **Why** is the program/policy needed?	=	Problem/Goal
• **What** resources does the program/policy need to succeed?	=	Inputs (Resources)
• **What** will be done with those resources?	=	Activities/Outputs
• **What** results/changes should occur?	=	Outcomes (Impacts)
• **Whom** will the program/policy reach and benefit?	=	Audience/Participants/Beneficiaries

Components of a logic model
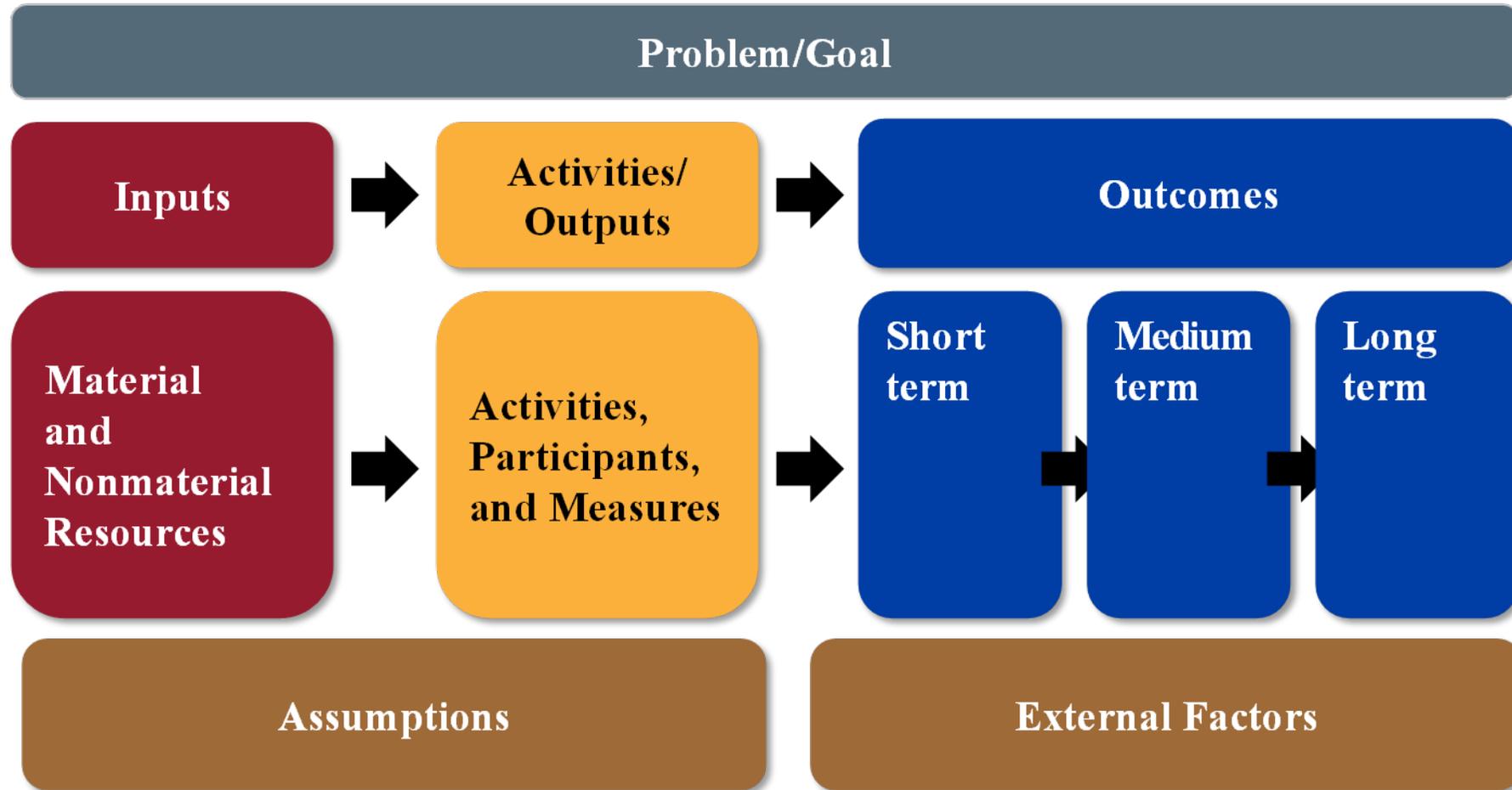
Presentation of logic models

School actions:

- Reassign

- Restart
  - District-managed
  - Partner-managed

- New school
  - District-managed
  - Partner-managed

Think about . . .

What questions do you have?
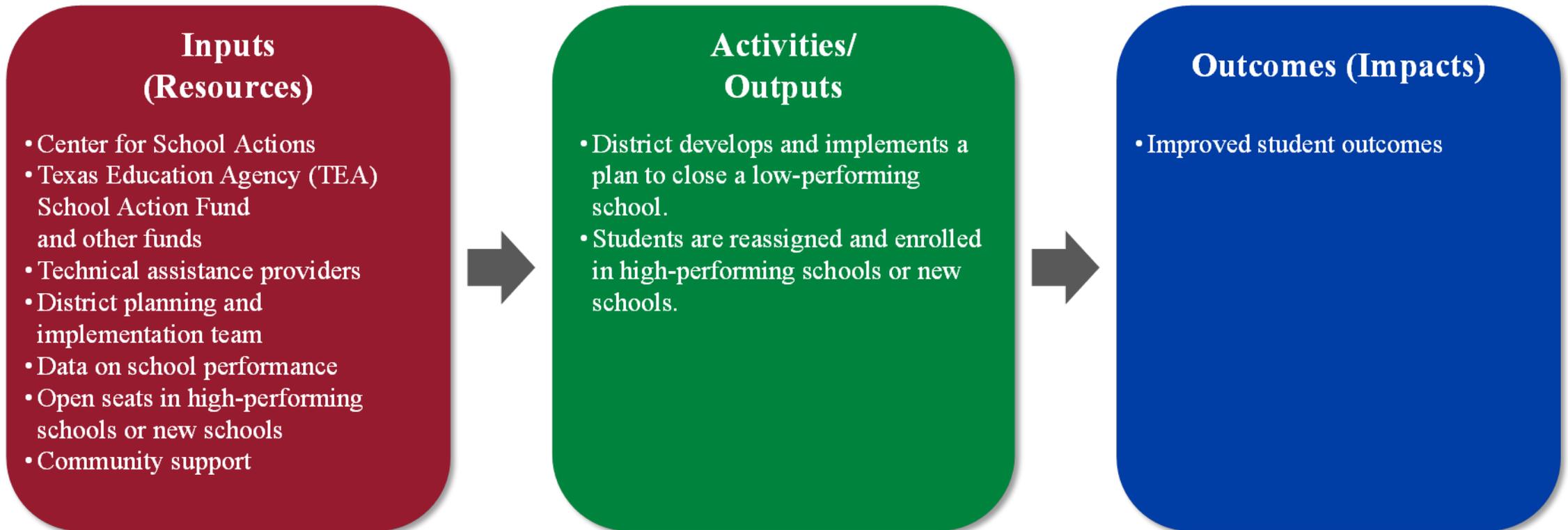
Do the components make sense?

Is there anything missing?

Can we be more specific?

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

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

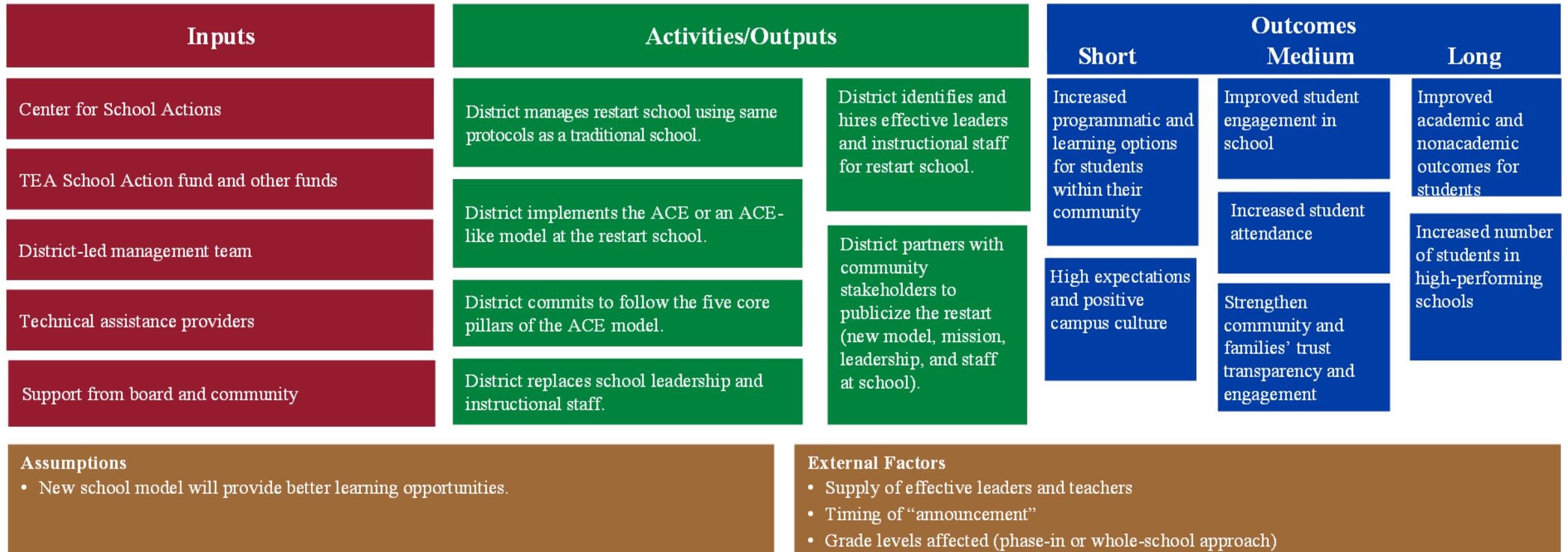IES Institute of Education Sciences

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

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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	**Medium**	**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.			Increased student attendance	
District-led management team		District partners with community stakeholders to publicize the restart (new model, mission, leadership, and staff at school).	High expectations and positive campus culture		Increased number of students in high-performing schools
Technical assistance providers	District commits to follow the five core pillars of the ACE model.			Strengthen community and families' trust transparency and engagement	
Support from board and community	District replaces school leadership and instructional staff.				

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.

Inputs	Activities/Outputs		Outcomes		
			Short	**Medium**	**Long**
Center for School Actions	**District** commits to a new governance structure.	**Decisionmakers** develop communication strategy and share restart plan with community and stakeholders; revise plan based on input.	Increased programmatic and learning options for students within their community	Strengthen community and families' trust transparency and engagement	Improved academic and nonacademic outcomes for students
TEA School Action fund and other funds	**District** conducts a rigorous review process (Call for Quality Schools) to assess and select restart partner.			Improved student engagement in school	Increased number of students in high-performing schools
Rubric/decision criteria for assessing and selecting restart partner	**District** develops performance contract.				
District team (staff with capacity to address legal, technical, and practical issues)	**District and restart partner** execute contract.	**District and restart partner** support students and staff during transition.	High expectations and positive campus culture	Increased student attendance rates	
	Decisionmakers develop restart plan and timeline.				
Support from board and community	**District** transfers management, autonomy, and staffing of campus to restart partner.				

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)

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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.

Inputs	Activities/Outputs		Outcomes		
			Short	**Medium**	**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-led management team	District hires a school leader that has successfully completed or supports a district leader to successfully complete a new school design program.			Strengthen community and school relationships with transparency and engagement	Increased number of students in high-performing schools
Data on community need and demand for the new school		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		
School will receive a new county district campus number					
Support from board and community	District hires new leadership and instructional staff with a rigorous evaluation process.				

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

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New school: Partner-managed

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	District engages in a rigorous process called a Call for Quality Schools to assess an operator's capacity to launch a new school.	Enrollment policies are created 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				Strengthen community and school relationships with transparency and engagement	Increased number of students in high-performing schools
District team (staff with capacity to address legal, technical, and practical issues)	District develops a proven academic program that will be managed by a partner organization.				
Data on community need and demand for the new school		District and high-quality operator partner with community stakeholders to publicize the opening of a new school or phase-in of new school.	High expectations and positive campus culture		
School will receive a new county district campus number	District, in partnership with high-quality operator, hires new school leadership and instructional staff with a rigorous evaluation process.				
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 high-quality partner organizations

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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.

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Stakeholder Survey

Resources for Understanding School Actions: School Reassign, Restart, and New School

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