SEA Webinar:
Logic Models and Theories of Action -
Developing and Using Tools for Effective Public Programs

December 21, 2016
About the National Charter School Resource Center
www.charterschoolcenter.ed.gov

- Funded through the U.S. Department of Education
- Makes accessible high-quality resources to support the charter school sector
Agenda (1)

- Welcome and Introductions
- Theories of Action/Logic Models
- Florida’s Theory of Action
- Florida’s Logic Model
- Q&A
Presenters

Alex Medler
National Charter School Resource Center

Adam Emerson,
Charter Schools Director,
Office of Independent Education and Parental Choice
Webinar Logistics

➤ Use the chat feature for technical questions and assistance
➤ Use the Q&A box to ask questions or provide input on the webinar content
➤ Questions will be answered during audience Q&A
➤ The webinar recording will be available on the NCSRC website by 12/27
➤ We will ask you to fill out a survey after the webinar concludes
Agenda (2)

✔ Welcome and Introductions

➤ Theories of Action/Logic Models
  ➤ Florida’s Theory of Action
  ➤ Florida’s Logic Model
  ➤ Q&A
What is a Logic Model?

Logic Models and related Theories of Action:
- Visual
- Concise
- Portray important elements of a program
- Connect what you receive with what you plan to achieve
- Describe connections and not only what you plan to do, but WHY you think it is going to make a difference
Logic Model (1)
Logic Model (2)

Logic model for promoting smoking cessation among young people and adults

Inputs  Activities  Outputs  Outcomes

State Health Departments and Partners

- Counter-marketing
- Community mobilization
- Policy and regulatory action

Targeted to disparate populations

Outputs:
- Increased knowledge, awareness, and skills
- Increased quit attempts
- Increased use of cessation services

Outcomes:
- Increased cessation among adults and youth
- Reduced tobacco-related morbidity and mortality
- Decreased tobacco-related health disparities

Short-term  Intermediate  Long-term
Need: Children are falling behind at school because of problems at home.
Need: Children are falling behind at school because of problems at home.
Why Logic Models and Theories of Action

- Connect the elements of a program to results
  - Articulate and reach agreement on a concise picture of the key elements of an initiative
- Communicate to stakeholders
  - Funders
  - Partners
  - Internal colleagues (up, down, and beside you)
  - Those who join late.
  - To yourself to remember along the way
Once You Have a Good Logic Model

▸ With a strong Logic Model, you can
  ▸ Plan and track your work and manage activity
  ▸ Design MEANINGFUL evaluation
    ▸ Not only “do you do what you said”, but “what happens because you did?”
    ▸ Study whether it mattered the way you thought it would
  ▸ Creates opportunities to learn as you work
    ▸ Could resources produce the activity?
    ▸ Did actions produce outputs?
    ▸ Did outputs lead to outcomes?
Logic Models Versus Theories of Action (1)

➤ Theories of Action:
  ➤ Why are you doing what you have chosen to do?
  ➤ What makes you think it will matter?

➤ Logic Model:
  ➤ What are you doing?
  ➤ How will you know if it worked?
Logic Models Versus Theories of Action (2)

➤ Theories of Action:
➤ Explain how and why the things you are doing will matter
➤ Start with Goal/Long-Term Outcome
➤ Work back toward program
➤ Justify the work and resources based on your understanding how things work
➤ Focus on affects and understanding of “causal connections”

➤ Logic Model:
➤ Explain what you are doing and connect it to goals
➤ Start with resources
➤ Work through activities toward outputs and outcomes
➤ Explain how resources are used to pursue objectives
➤ Focus on the elements of your work, outputs, and outcomes
Agenda (3)

- Welcome and Introductions
- Theories of Action/Logic Models
- Florida’s Theory of Action
- Florida’s Logic Model
- Q&A
Florida’s Theory of Action

Rigorous Sub-Grant Selection Process

Prioritize High-Impact Charter Schools in High-Need Areas

Quality Authorizing

Enhancing Authorizing Capacity
- Professionalize Authorizing through Standards
- Targeted Training and Support
- Authorizer Leadership Program

Strong Leadership

Identifying, Developing and Supporting Visionary Leaders
- School Leaders Fellowship
- Governing Board Pipeline
- Achievement First Accelerator Program

Rigorous Accountability

Enhancing Outcome-Based Accountability
- Statewide Performance Framework
- Authorizer Report Card

Focused & Aligned Policy Advocacy

Improved Student Outcomes
Strategic Objective and CSP Grant Goals

Drive, support and sustain the continued evolution of Florida’s charter school sector into a high-impact system that dramatically improves opportunities and outcomes for educationally disadvantaged students.

Goal 1: Increase academic achievement of educationally disadvantaged students.

Goal 2: Increase academic achievement of all students.

Goal 3: Decrease the achievement gap.

Goal 4: Increase access to high-quality charter schools.
A Two-Pronged Approach

We aim to achieve our grant goals by:

- Providing direct financial support to new high-quality charter schools through an entirely new system of sub-grant application reviews;
- And developing initiatives that focus on system-wide improvements in the areas of authorizing, leadership, and accountability.
State Board of Education Strategic Plan

System Level Strategies:
- Implement high-quality standards and assessments
- Improve educator effectiveness
- Incentivize institutions to provide opportunities
- Improve accountability systems that promote institution improvements
- Improve effectiveness of and opportunity for career preparation
- Promote high-quality educational choice
- Strengthen stakeholder communications and partnerships
- Increase the quality and efficiency of services
Rethinking our Model

We learned some lessons from past grant periods. So, for 2016, we rethought how we:

- Review grant applications
- Award preference points
- Enhance authorizer capacity
  - Accountability
- Develop leadership
New Operators

» Completeness Review
  » All sections submitted
  » All sections complete

» Threshold Review
  » Completed by external reviewers
  » Partial application review
  » Focus on 4-5 subsections of application
  » Substantially inadequate or Minimally Adequate

» Comprehensive Review
  » Completed by external review team
  » Full review of complete application
  » Including attachments, addenda and applicant history
  » In-Person capacity interview
Established Operators

▷ Evaluation and scoring is based primarily upon past performance of network.

▷ Value Added Score

▷ School Grades

▷ High Need
  ▷ Percentage of schools that are Title I
  ▷ Percentage of students with disabilities

▷ Stability
  ▷ School Closures

▷ Financial Performance
Preference Points (New and Established)

- Service Area
  - Schools that will operate in districts that received a grade of “C” or lower for last two years

- Student Recruitment and Enrollment
  - Applicants who score a rating of “Exceeds Expectations” on relevant section of the model charter application

- District Partnership
  - District-Charter Compact
Authorizing

- Evaluation and scoring is based primarily upon past performance of network
  - Principles and Standards of Quality Authorizing
    - Continue supporting adoption and implementation
  - Targeted Training and Support
    - Six trainings per year
    - Application reviews
    - Applicant interview
  - Florida Leaders in Authorizing (FLA)
Leadership (1)

School Leaders Fellowship.
- Identify, prepare and support high-caliber individuals with the vision, passion and capacity to open and operate high-impact charter schools in high-need areas
- K-12 Lab at Stanford University D-School
- Develop framework
- Scope and sequence
- Develop content
- Procedures and processes
- Transition to non-profit partner
Leadership (2)

- Governing Board Pipeline
  - Identify, recruit, train and prepare highly skilled and committed civic and business leaders to serve on charter school governing boards
  - Partnership with Charter Board Partners
  - Pilot project in Tampa initiated in 2016
  - Expand to two new districts

- Achievement First Accelerator Program
Accountability (1)

Statewide Performance Framework

- Regular and Alternative Charter Schools
- Identify a set of common metrics by which all schools can be evaluated and can serve as a supplement to the state accountability system
  - Increases transparency for families, authorizers and policy makers
  - May include financial and organizational performance
- Develop in collaboration with operators, authorizers and national experts
Accountability (2)

- Authorizer Report Card
  - Develop in collaboration with Florida authorizers
  - Focus on both process and outcomes
  - Increase transparency
  - Provide authorizers with feedback for continued growth and improvements
Agenda (4)

✓ Welcome and Introductions
✓ Theories of Action/Logic Models
✓ Florida’s Theory of Action
▷ Florida’s Logic Model
▷ Q&A
Building the Logic Model (1)

▶ Investments (inputs) in:
  ▶ Sub-grant reviews
  ▶ Priorities for high-impact schools in high-need areas
  ▶ Authorizer development
  ▶ Leadership pipelines
  ▶ Enhanced accountability tools
Building the Logic Model (2)

Outputs:

- Only high-quality charter schools selected for sub-grants
- High-quality charter schools open in high-need areas
- Authorizer report card
- Developed authorizer capacity and skills
- Performance framework
- Participants in School Leaders Fellowship
- Matchmaking between governing boards and the skilled and experienced recruits they need
Rigorous sub-grant selection that prioritizes high-impact charter schools in high-need areas

Minimum of six annual training opportunities for authorizers attended by 90 people per year

At least 75 new governing board members recruited and placed through the Governing Board Pipeline

At least 10 authorizers participating in the Florida Leaders in Authorizing Program

80% of sub-grantees will earn school grade of A or B by third year

Annual increase in the percentage of 4th and 8th grade students performing on grade level in reading and math

Annually increase percentage of educationally disadvantaged students performing on grade level (reading-math)

Annually increase the number and percentage of charter schools that earn school grade of A or B

Annually increase number and percentage of students enrolled in charter schools that earn grade of A or B

Increase the NAEP 4th and 8th grade reading scale scores for low-income students in charter schools

Decrease the achievement gap between low-income and non-low-income students in reading and math

Decrease the percentage of charter schools that perform in the bottom 5 percent of all public schools

Increase access to high-quality charter schools

Increase academic achievement of educationally disadvantaged students in charter schools

Increase the academic achievement of all students in charter schools

Decrease the achievement gap

Increase the NAEP 4th and 8th grade reading scale scores for low-income students in charter schools

Decrease the achievement gap between low-income and non-low-income students in reading and math

Decrease the percentage of charter schools that perform in the bottom 5 percent of all public schools

Increase access to high-quality charter schools
Agenda (5)

✓ Welcome and Introductions
✓ Theories of Action/Logic Models
✓ Florida’s Theory of Action
✓ Florida’s Logic Model

▷ Q&A
Questions & Answers

- Please submit any questions in the Q&A box.
- Please complete the survey at the end of the webinar.
Links to Additional Resources

- Florida Department of Education
  www.FLDOE.org

- Adam Emerson, Charter Schools Director
  Office of Independent Education and Parental Choice
  Adam.Emerson@fldoe.org
  850.245.9631
Contact

Contact Us

Alex.Medler@safalpartners.com
mukta@safalpartners.com
info@safalpartners.com

Visit Us

www.charterschoolcenter.org

Follow Us

@safalpartners

Subscribe to the NCSRC Newsletter
NCSRC Resources (1 of 3)

Webinars

- General Webinar: I Just Joined a Charter School Board…Now What?
- General Webinar: Rural Charter Schools – Building Bridges
- General Webinar: Using Data to Create Positive School Climates and Discipline Practices in Charter Schools
- General Webinar: Charter Schools and Food Services: Options, Planning, and Decision-Making
- General Webinar: Supporting Students with Disabilities
- General Webinar: Serving English Language Learners and Families
- SEA Webinar: The Role of States and Charter School Authorizers in Overseeing Student Discipline in Charter Schools
- SEA Webinar: Overview of CSP’s Recently Released Dear Colleague Letter and of the NCSRC
- SEA Webinar: Use of Funds
- SEA Webinar: Annual Independent Audits
- SEA Webinar: Early Childhood Learning in Charter Schools
- SEA Webinar: Data Management Tools for Risk Based Monitoring
- SEA Webinar: Weighted Lotteries
- SEA Webinar: Charter School Closure
- SEA Webinar: Measuring Authorizer Quality
- SEA Webinar: Financial Management and Fiscal Controls
- Credit Enhancement Webinar: Evaluating Charter School Performance
- Credit Enhancement Webinar: Evaluating Charter School Performance During the Transition to Common Core
- Credit Enhancement Webinar: Recent Developments in CSP Guidance
- Credit Enhancement Webinar: Authorizer Collaboration
- Credit Enhancement Webinar: Collaboration to Enhance Facility Financing
NCSRC Resources (2 of 3)

White Papers and Reports

- Charter School Discipline: Examples of Policies and School Climate Efforts from the Field
- Authorizer Evaluation Summary: An Analysis of Evaluations of Authorizer Quality
- Student Achievement in Charter Schools: What the Research Shows
- An Analysis of the Charter School Facility Landscape
- Finding Space: Charters in District Facilities
- Charter Schools and Military Communities: A Toolkit
- Legal Guidelines for Educating English Learners in Charter Schools
- Engaging English Learner Families in Charter Schools

Case Studies

- Student Discipline and School Climate in Charter Schools
- AppleTree (Early Learning)
- DC Public Charter School Board (Authorizer)
- Camino Nuevo’s Kayne Siart Campus
- Indianapolis Mayor’s Office (Authorizer)
- Cornerstone Prep (Turnaround)
- Yes Prep/Houston (District-Charter Collaboration)
- Two Rivers Public Charter School (SWD)
- Folk Arts Cultural Treasures Charter School (EL)
- Alma del Mar (EL)
- El Sol (EL)
- Brooke Roslindale Charter (SWD)
NCSRC Resources (3 of 3)

CSO Master Classes

- Communications
- School Leadership Development
- New School Development
- Emerging Legal Issues
- Federal Funding Opportunities
- Closing Low-Performing Public Charter Schools - State Level Strategies
- Parent & School Engagement for CSOs
- Board Development and Governance

Newsletters

- Discipline Resources
- Rural Charter Schools Report
- Aldine ISD and YES Prep District-Charter Collaboration Case Study
- Student Achievement in Charter Schools: What the Research Shows
- Serving English Language Learners and Families
- Charter Schools Serving Military Families
- English Learners in Charter Schools: Key Opportunities for Engagement and Integration
- Finding Space: Analyzing Charter School Facilities