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RESOURCE CENTER
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SEA Webinar: Logic Models as Living Documents - Updating and Applying Tools



April 13, 2017

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What would you like to know about Charter Schools? Select Your Topic [v] BEGIN YOUR SEARCH

Report:
Charter School Discipline: Examples of Policies and School Climate Efforts from the Field
Click here to access this report

What Are Charter Schools?
Charter schools are in 42 states, nearly 25 years old, and over 7% of k-12 students in the US are enrolled in one. Here is an explanation of this important trend

State Resources for Charters
Need help finding information about charter schools in your state? Click above for a map that will guide you to resources and contact information for each state

Most Popular Charter Resources
Click above for a list of our top resources. These resources include everything from reports on special education to documentaries on successful charters

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

Agenda (1)

➤ **Introductions and Logistics**

- *Logic Models:*
- *Why we use them?*
- *What are they?*
- *What constitutes a good one?*
- *WestEd Analysis of CSP SEA Logic Models*
- *Updating Logic Models as “Living Documents”*
- *While Honoring Program Obligations*
- *Updates and Questions from States*

Presenters



Alex Medler
National Charter School
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Senior Research Associate
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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)

✓ Introductions and Logistics

➤ **Logic Models:**

➤ **Why we use them?**

➤ **What are they?**

➤ **What constitutes a good one?**

➤ *WestEd Analysis of CSP SEA Logic Models*

➤ *Updating Logic Models as “Living Documents”*

➤ *While Honoring Program Obligations*

➤ *Updates and Questions from States*

Logic Models

- Why are we talking about them?
- What are they?
- How can we make them better?

Why Are We Talking About Logic Models? (1)

- The 2015 and 2016 Notices Inviting Applicants require that grantees include a Logic Model that “address[es] the role of the grant in promoting the state-level strategy for expanding the number of high-quality charter schools through startup subgrants, optional dissemination subgrants, optional revolving loan funds, and other strategies.”

Why Are We Talking About Logic Models? (2)

- The Evaluation criteria for Indicator 3.1 (strategy and vision) states that “the State uses its logic model to guide grant administration and implementation as well as to determine progress as proposed in grant application.”

Why Are We Talking About Logic Models? (3)

- ED plans to showcase all grantee logic models in an outward facing document that illustrates the purpose of each CSP SEA grant.

What is a Logic Model?

- “A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” (W.K. Kellogg Foundation 2004)
- And also... the context in and assumptions with which you operate.

What Makes a Good Logic Model?

- Clarity – Are the connections among elements clear and logical? Is level of detail appropriate?
- Accuracy – Does the model reflect the project? Is content complete?
- Utility – Is it useful?

Agenda (3)

- ✓ Introductions and Logistics
- ✓ Logic Models:
 - ✓ Why we use them?
 - ✓ What are they?
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- **WestEd Analysis of CSP SEA Logic Models**
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Evaluation and Logic Model Initiative

- Convene(d) semi-regular expert panel to review logic models, identify criteria, develop rubric and review tool.
- Validated review tools with panel and CSP staff.
- Reviewed all 2015 and 2016 grantee logic models against rubric.
- Providing on-going resources, TA, and guidance.

Logic Model Review Tool

- Structural Components Content Review Rubric:
 - Relationships;
 - Timelines;
 - State Strategy; and
 - Resources.
- Identified areas for follow-up

Structural Components

- Are all components included (resources, activities, outputs, outcomes, assumptions, and external factors)?
- Are there explicit relationships?
- Are outcomes defined within the grant time frame?

Content Review (1)

- Is there an alignment with the state strategy?
- Are the project objectives/ performance measures included?
- Are projected outcomes feasible?
- Do outcomes demonstrate meaningful value/public benefit?

Content Review (2)

Initial items to review:

Structural Components	Yes	No	Comments/Justification
Includes resources/inputs, activities, outputs, and outcomes (all components must be present)			
Includes assumptions			
Includes external factors (contextual situation)			
Includes relationships between components (e.g., resources to activities to outputs)			
Includes relationships between specific elements (e.g., arrows or other linkages)			
Includes short-term outcomes (1-2 years)			
Includes mid-range outcomes (3-4 years)			
Includes end/long-term outcomes (5+ years)			
Content Review	Yes	No	
Explicit alignment with state strategy for expanding high-quality charter schools			
States or references grant project goals and objectives (constructs for performance measures)			
Projected outcomes seem feasible based on the outputs, activities, and inputs			
Project outcomes represent a meaningful value to the public (public value/benefit; e.g., academic growth, closing ach. gap, graduation rates, college acceptance)			

Rubric (1)

- Alignment/relationship between grant goals, inputs, activities, outputs, and outcomes.
- Reasonable timeframe for activities and outcomes within the period of the grant.
- Connects grant project to state strategy.
- Adequacy of resources.

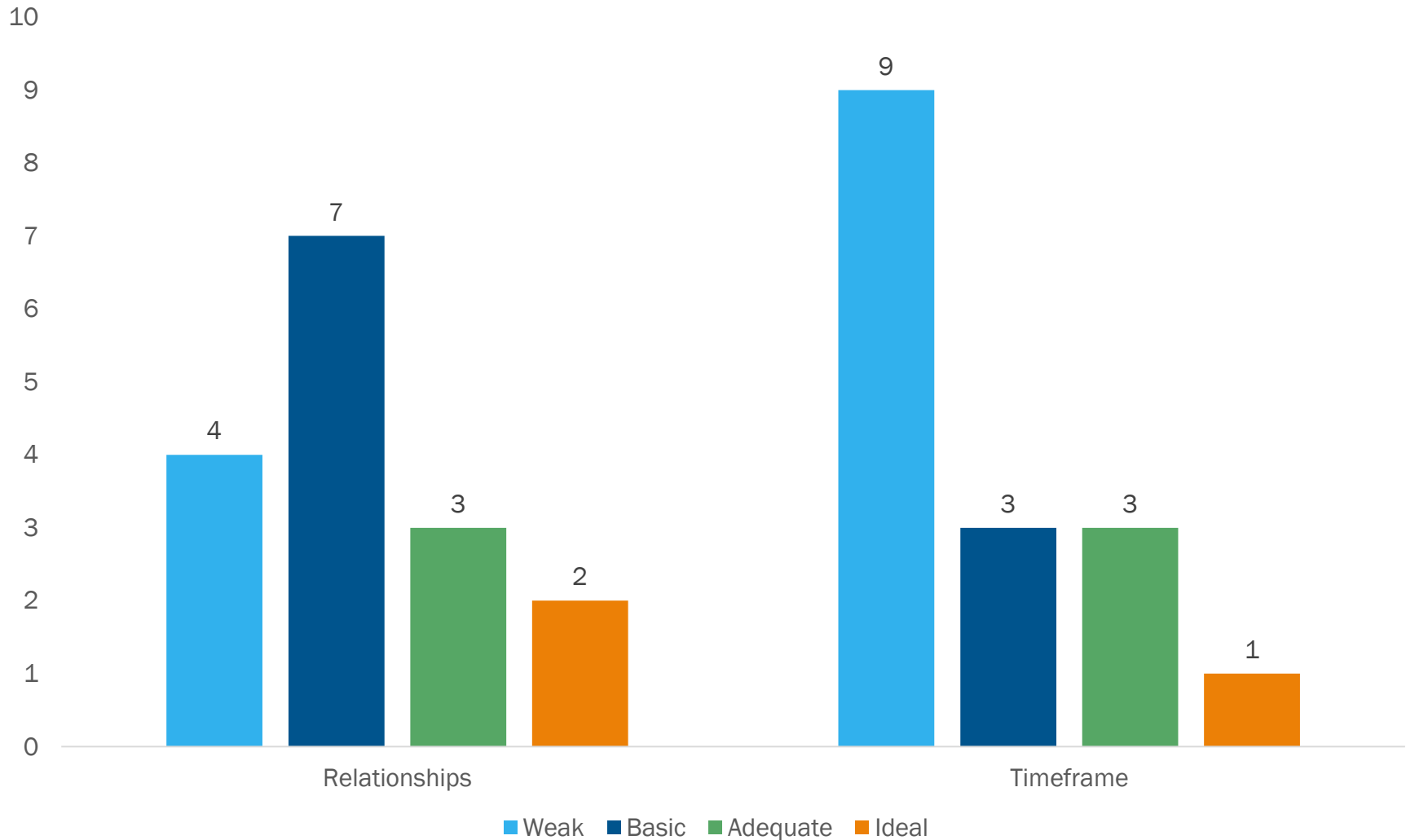
Rubric (2)

Logic Model Rubric:

Standard/Criteria	1 – Weak	2 – Basic	3 – Adequate	4 – Ideal
Alignment/relationships between grant goals, inputs, activities, outputs, outcomes	Illogical or no connections; activities without outcomes or outcomes without activities; no assumptions mentioned	Lack of alignment; individual lists made sense but were not connected; no arrows/relationships; limited articulation of assumptions	Reasonable linkages and plausible connections for most components; assumptions may not be fully articulated	Logical linkages; valid connections; clear alignment across all components/elements; evidence for key assumptions/relationships; ALL aligned
Reasonable timeframe for activities and outcomes within the period of the grant	No timeframe suggested; cannot be measured	Not achievable within grant period; not reasonable/realistic (e.g., 100% proficient after 1 year; 10-year graduation rates)	Mix of outcomes within and outside of the grant period (sufficient content and performance measures within the grant period)	Timeline is reasonable with most objectives/performance measures within the grant period (could have a few longer-term goals outside of the grant program)
Connects grant project to state strategy	No explicit connection or alignment between grant project and state strategy; project or state strategy is <u>missing</u>	Illogical connection or alignment between grant project and state strategy	Partial connection or alignment between grant project and state strategy	Internally consistent and valid connections between grant activities and state strategy.
Adequacy of Resources	Unable to assess sufficiency and relation of resources	Insufficient resources AND not clearly related to or supportive of grant activities	Insufficient resources OR not clearly related to or supportive of grant activities	Sufficient resources are clearly defined and are related to and support grant activities

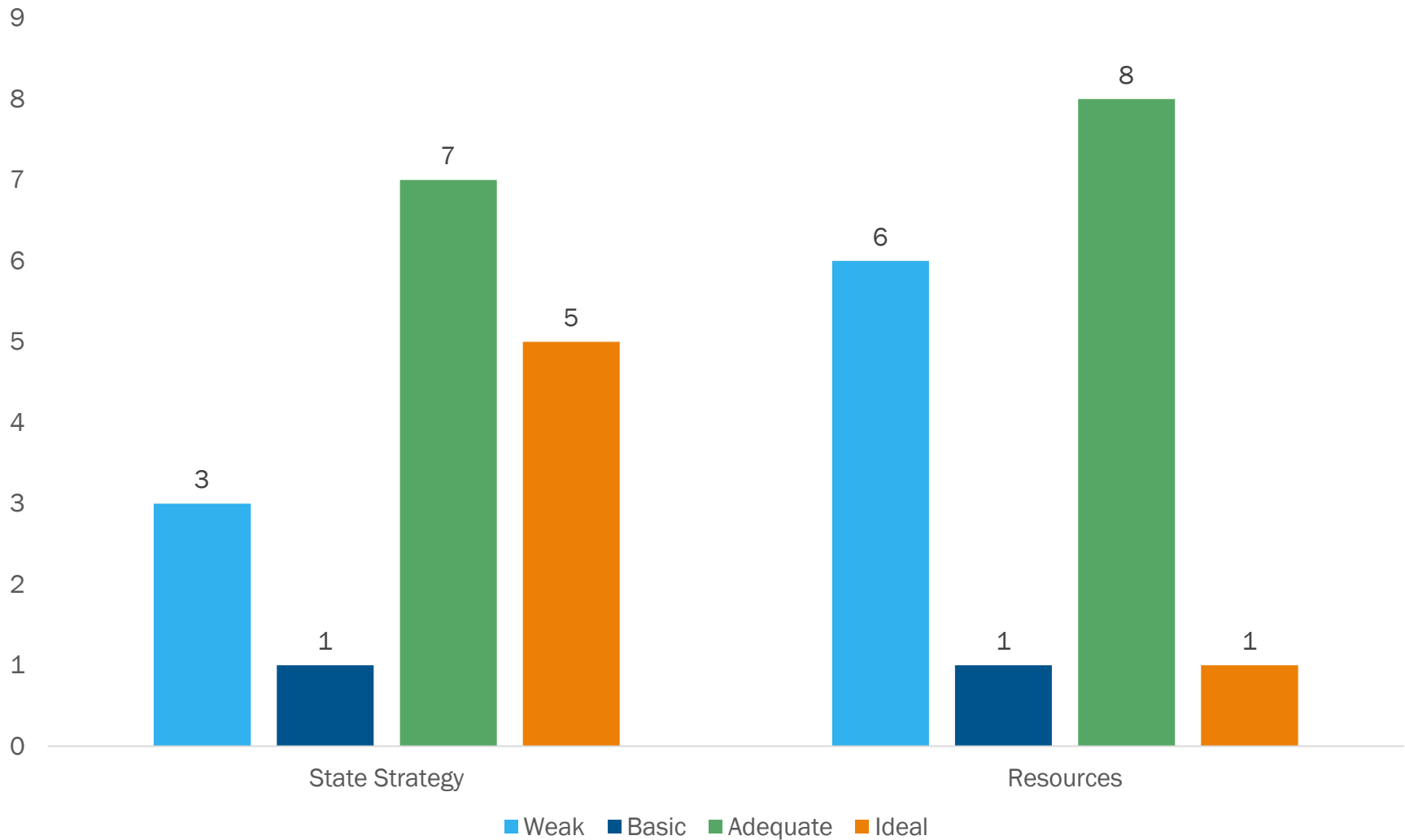
Rubric (3)

Logic Model Rubric Analysis: Relationships and Timeframes

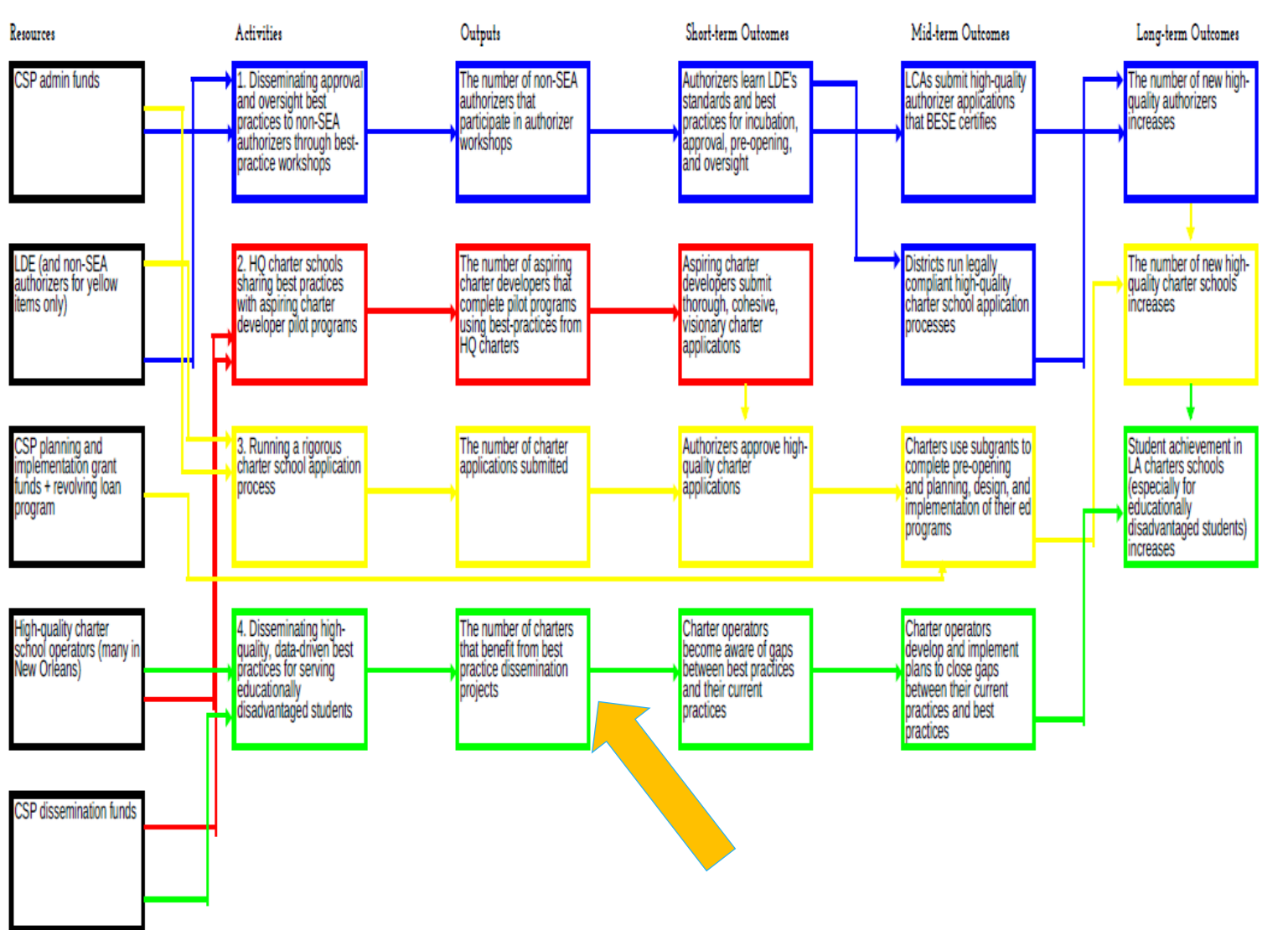


Rubric (4)

Logic Model Rubric Analysis: State Strategy and Resources



Rubric (5)



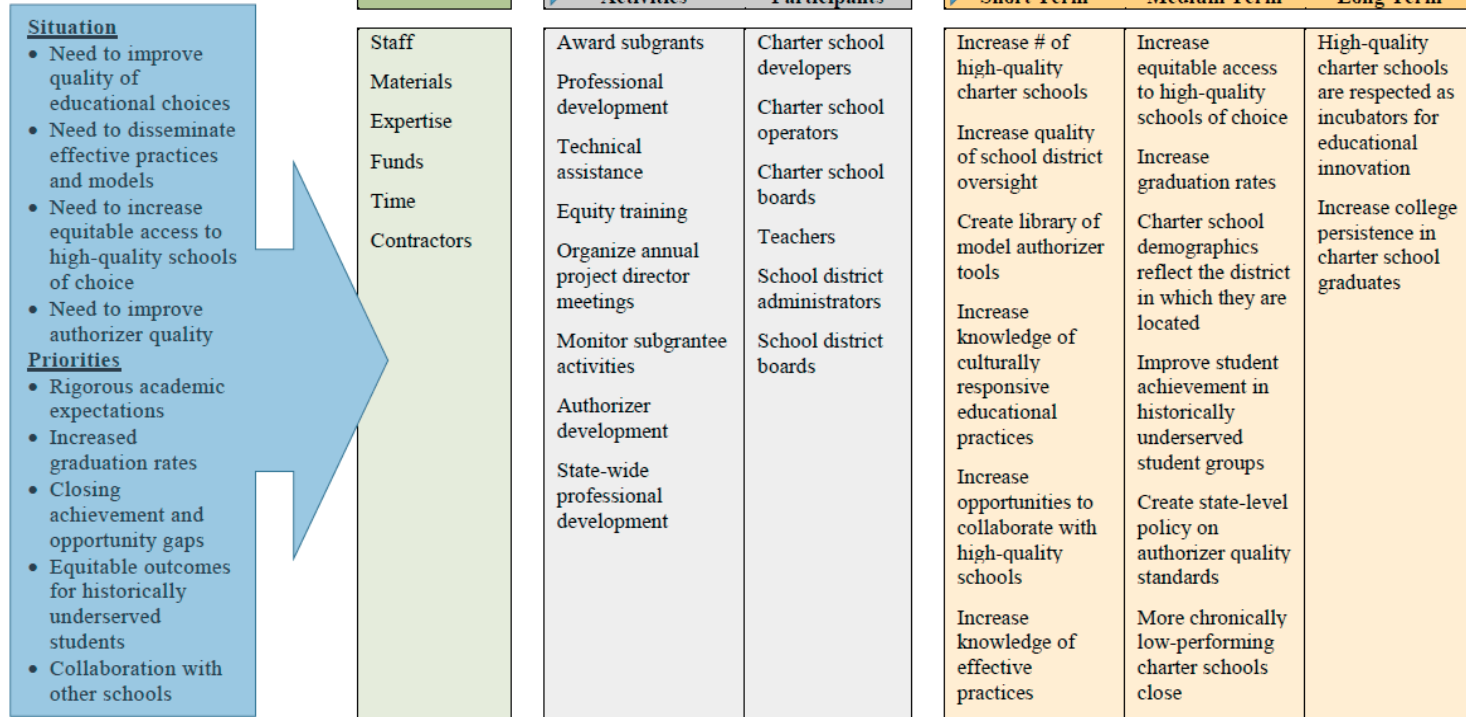
Rubric (6)

INPUT	ACTIVITIES	OUTPUTS	SHORT	MEDIUM	LONG
<p>Program Philosophy</p> <p>Funds</p> <ul style="list-style-type: none"> Foundation School Program (FSP) Charter School Program (CSP) <p>Data</p> <p>State Education Agency Staff</p> <p>Local Education Agency Staff</p> <ul style="list-style-type: none"> ISD authorizers Charter school staff <p>External Partners</p> <ul style="list-style-type: none"> Education Service Centers (ESC) National Association of Charter School Authorizers Texas Charter School Association <p>External Evaluators</p> <p>Students</p> <p>Policy Support</p> <ul style="list-style-type: none"> Rigorous Financial Standards Rigorous Academic Standards Revocations/Non-Renewal(s) Expansion Amendments <p>Revised Open Enrollment Charter School Application</p> <p>Professional Development Events</p> <p>Community Stakeholder(s)</p>	<p>Mission & Vision</p> <p>Redefine mission and vision.</p> <p>Competitive Start-Up Subgrants</p> <p>Information Sharing</p> <p>Monitoring/Evaluating</p> <ul style="list-style-type: none"> Academic Accountability FIRST CSPF Accreditation Compliance External Evaluation <p>Enforcement</p> <ul style="list-style-type: none"> Revocations <p>Authorize Expansion and Growth</p> <ul style="list-style-type: none"> Amendments Renewals New School Designation <p>Charter School RFA & Authorization Process</p> <p>Charter Support & Networking</p> <ul style="list-style-type: none"> Partnerships Summer Summit First-Year Site Visits 	<p>Updated/Redefined mission and vision statements.</p> <p>CSP subgrants will be funded in a timely manner.</p> <p>Number of charters will increase each year.</p> <p>Number of students in charters will increase each year.</p> <p>Percentage of students meeting the state standard in reading and math will increase each year.</p> <p>Number of charters meeting the Texas definition of "high-performing" will increase each year.</p> <p>Number of charters meeting the Texas definition of "poor-performing" will decrease each year.</p> <p>One-hundred percent of first-year charters receive initial site visits.</p> <p>Annual attendance increase at Summer Summit.</p> <p>Number of charters receiving standard achievement ratings in FIRST will increase.</p>	<p>Demonstrated commitment to new mission & vision. <i>Publish on Agency website.</i></p> <p>CSP funding opportunities will become available.</p> <p>Increase in charter school applicants submitting high-quality applications that reflect innovative practices.</p> <p>Number of poor-performing charter schools will decrease.</p> <p>State funds (ADA) and other fiscal/tangible resources are made available to high performing charter operators through effective revocations and closures of poor-performing charters. First-year charter schools will be better prepared to successfully operate in Year 1.</p> <p>Financial management and data quality at new charters will improve.</p> <p>Improved collaboration and information-sharing among charter education stakeholders, including the sharing of data and promising instructional and other practices.</p> <ul style="list-style-type: none"> Regular networking/support meetings between Agency staff and charter stakeholders. Identification and dissemination of identified best practices. <p>PD events are offered on regularly scheduled bases.</p>	<p>Division policies and efforts are congruent with mission and vision.</p> <p>Charter schools will demonstrate an increase in student performance for math and reading.</p> <p>Start-Up Grant 2015-20 grantees demonstrate financial sustainability.</p> <p>Increased awareness by parents, students, and teacher regarding charter school performance.</p> <p>Increase in the number of charter schools earning accountability with distinction.</p> <p>Decrease in the number of charter schools requiring non-renewal, revocation, or surrender.</p> <p>Charter school students demonstrate an increase in college and career readiness.</p> <p>Positive increases in the financial sustainability of struggling charters/traditional school districts and (or) non-startup grantees due to the incorporation and communication of best-practices and lessons-learned from Start-Up grantees past and present.</p> <p>Evolving application and review process for new charter schools that (1) tracks trends among applicants to better serve the Texas community where need is greatest; (2) identify innovative applicants that can meet those needs.</p> <p>Increased attendance at Summer Summit and other professional development activities.</p>	<p>New Paradigm</p> <p>Charter schools that generate multi-generational stories of success and sustainability in the community.</p> <p>Greater fiscal and operational stability among charter schools in the Texas portfolio.</p> <p>Establish a charter portfolio that sets a national standard for charter authorizing</p> <p>Self-motivated community of idea-sharing and collaboration between charter operators and traditional school districts.</p> <p>Substantial increase in the number of students attending charter schools.</p> <p>Increase in the number of high-quality charter schools in Texas.</p> <p>Fewer poor-performing charter schools in Texas.</p>

Items labeled in **BLUE** indicate CSP Grant-specific inputs, measures, and outcomes. However, additional information in **BLACK** has been provided to situate Texas's CSP Grant-specific objectives into the larger state-wide strategy for the Texas charter school portfolio.

Rubric (7)

Logic Model

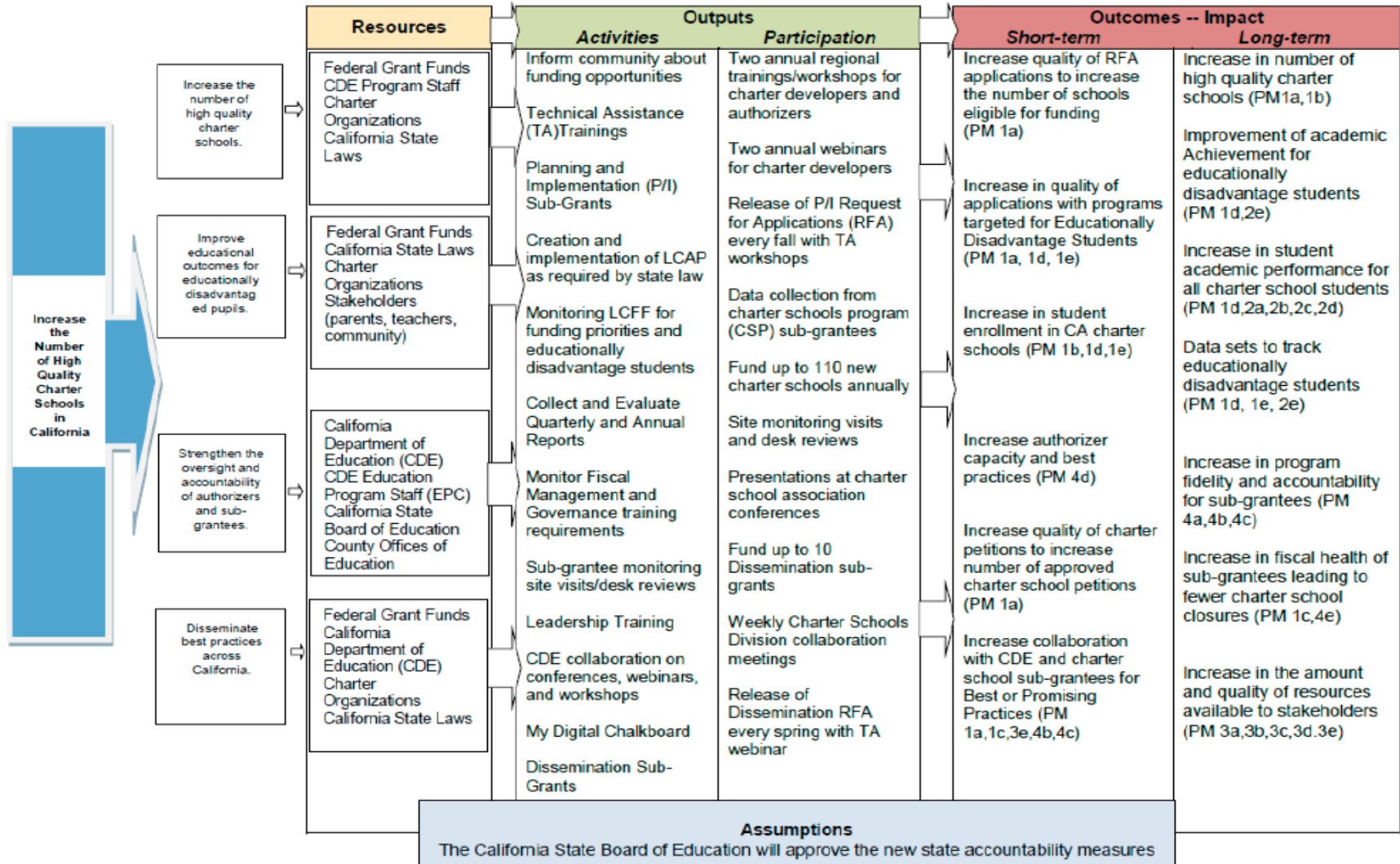


ASSUMPTIONS

1. By providing intensive incubation periods with support and equity training, newly approved charter schools will have a stronger opening and be better positioned to serve all students well – increasing student achievement in all subgroups, decreasing inequity, and improving graduation rates.
2. By giving charter schools in their first term of operation a high level of professional development and subgrant support, charter schools and educators will be able to develop high-quality, culturally responsive curriculum and educational practices designed to improve student achievement and graduation rates.
3. By funding high-quality charter schools to capture effective practices and disseminate them through collaborative partnerships with other public schools, the knowledge of best practices and relationships with other public schools will increase.
4. By focusing on authorizer development and creating model authorizer tools, the quality of charter schools will increase because only high quality charters will be approved or renewed and authorizers will provide better support to ensure continuous improvement.

Rubric (8)

California Charter Schools Program Logic Model 2016–19



Agenda (4)

- ✓ Introductions and Logistics
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 - **While Honoring Program Obligations**
 - *Updates and Questions from States*

Living Document

- ED expects all states to have accurate and helpful Logic Models that capture their CSP program. Updates are anticipated. When updating your logic model, please remember:
- States may not alter the scope of their program from what they proposed in their grant application;
- States may add and clarify their assumptions, contextual issues, and further specify the relationships between items;
- States should ensure all important resources, activities and key performance measures are reflected in their Logic Model; and
- Your Program Officer can clarify what types of changes may require approval from ED.

Next Steps

- If you plan to update your state's logic model:
 - Contact your program officer and let them know;
 - Set a timeline with your program officer that allows time for feedback; and
 - Logic model updates should be finalized no later than October 1, 2017.

Agenda (5)

- ✓ Introductions and Logistics
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- **Updates and Questions from States**

State Activity

- What are you planning to do in your state?
- Why will you be updating your model?
- What has surprised you in this process, or what is most important to you in making a change?
- What is most challenging about this process?

Questions & Answers

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

Contact

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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

- [A User's Guide to Fiscal Oversight for Charter School Governing Boards and Authorizers](#)
- [Charter School Discipline: Examples of Policies and School Climate Efforts from the Field](#)
- [Charter School Discipline Toolkit: A Toolkit for Charter School Leaders](#)
- [Authorizer Evaluation Summary: An Analysis of Evaluations of Authorizer Quality](#)
- [District-Charter Collaboration: A User's Guide](#)
- [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](#)
- [Legal Issues Impacting the Public Charter Sector Webinar: Student Discipline – Policy & Practices in Public Charter Schools](#)
- [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](#)
- [District-Charter Collaboration: A User's Guide](#)
- [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](#)