**Mission Aligned Measure--Logic Model**

REMEMBER: This is just a snapshot of your current understanding of how things should work. It is natural to develop and amend this over time!

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| **School Mission Statement** |  | **What is the “special sauce” element of your school for which you want to capture measurable outcomes?** |  | **Date:** |  |
| **Who are the key team members leading implementation? List names and titles.** |  |

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|  **INPUTS** | **→** | **ACTIVITIES AND OUTPUTS** | **→** | **OUTCOMES** |
| What resources (staff, curricula, funding, guiding documents, rubrics, etc.) do you have OR need to implement the program element?In order to accomplish our goal we will need the following: | What activities will you engage in using those resources that lead to student learning?In order to accomplish our goal, we will do the following activities: | What specific services/program elements will result from those activities?We expect that once we complete these activities, we will produce the following evidence that the services were delivered as envisioned: | What short-term outcomes and measures do you anticipate as a result of the program element? (e.g. weekly, monthly, each trimester)We expect that if accomplished, these activities will lead to the following changes within several months to a year: | What long-term outcomes and measures do you anticipate as a result of the program element? (e.g. by end of year, by graduation, by end of Grade 3, etc)We expect that if accomplished, these activities will lead to the following changes within the next 2-5 years |
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| Look at the right hand box under “Activities and Outputs” above. under “Outcomes” above. What are the most critical outputs that will tell you the program is being implemented correctly? Try to narrow down to 2-3. |  |
| Look at the two boxes under “Outcomes” above. What are the most critical outcomes you identified that you believe indicate that this part of your program is successful? Try to narrow down to 2-3. |  |
| What tools do you have at your disposal to measure those outputs and outcomes? (E.g. surveys, assessments, rubrics, implementation checklists, etc) |  |
| What indicators of success would you look for based on the tools you identify in the box above? |  |
| Based on the answers above, what might be some metrics you could use and monitor to assess the overall success of this program? |  |

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| **ASSUMPTIONS** Enter ***a few key pieces of information*** that lead you to believe that the activities and interventions planned are the right ones. Be aware that your assumptions can change as new information is acquired through learning and quality improvement, so don’t be afraid to revise these as you go. |  | **EXTERNAL FACTORS** (challenges/opportunities)Consider the context of the work, such as the local history, culture, and environment. Develop a ***short list of relevant challenges and opportunities***. Some of them you might consider to be unpredictable or beyond your control, but others might later be amenable to change and should be kept under watch. |
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| **STUCK? THESE GUIDING QUESTIONS MAY HELP ALONG THE WAY…** |
| * What is your school trying to achieve?
* What are the resources you bring together to make your school successful?
* What types of activities (programs, interventions, and ongoing actions) does your school engage in to reach its intended outcomes for students?
* What happens as a result of these activities in the short and long term?
* In what ways can you monitor that these programs, interventions, and ongoing actions are being implemented as planned?
* In what ways can you monitor that these programs, interventions, and ongoing actions are producing the outcomes that you expect them to?
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Adapted from University of Wisconsin Extension Program Development and Evaluation resources: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

**INPUTS**

Inputs are the resources you have (or need) as an organization that contribute specifically to this program. This may include funding sources, staff and volunteers, training, technology, facilities, curriculum and materials, and partnerships.

*EXAMPLES:*

* Advisory program curriculum
* Staffing – School Social Worker and Dean of Students
* Technology- Web based platform for student surveys
* Budgeted funds for program add-ons

**ACTIVITIES**

Activities are the things that actually happen in your program - both what your staff spend their time doing as well as what your participants spend their time doing. This should include content, frequency, duration, and timing.

*EXAMPLES:*

* Advisory groups 2x week for 1 hour
* Staff professional development on advisory—full day external consultant 2x year, 1 hour internal PD 1x per month
* Disseminate training materials and guides to all staff

**OUTPUTS**

Outputs are the immediate products of your program - # and/or % of participants enrolled/attending, # of items produced, etc

EXAMPLES:

* 250 students attend advisory 2x per week
* 80% of staff implement advisory with fidelity as measured by implementation checklist

**OUTCOMES**

Outcomes are what the participants themselves should be getting out of your program, and they are most often stated as changes in knowledge, skills, attitudes, behaviors, or status. These outcomes should be measurable within one program cycle. Although the logic model does not necessarily need to state exactly how the outcomes will be measured, there should be a separate "measurement plan" that describes how each outcome in the logic model is defined and measured, including specific tools (surveys, etc) that will be used and how/when they will be administered.

*EXAMPLES:*

* 80% of students in advisory will demonstrate growth in competency A, B, and C from September to January
* 80% of staff will lead effective advisory lessons with minimal need for coaching and planning support from leadership
* 90% of students will submit all homework on time over the course of the entire school year