

**COLLEGE AND CAREER READINESS
Program Logic Model**

**ULTIMATE
OUTCOME**

All students are
College and Career Ready

**LONG-TERM
OUTCOME**

Students demonstrate proficiency on college/career-ready
interim assessments: ACT Series, EAP, and Common Core.

**INTERMEDIATE
OUTCOME**

Schools review and develop strategies to close achievement gaps
within specific subgroups based on the data; schools measure
growth in specific students and subgroups across time to
determine success and develop action plans for further growth.

**IMMEDIATE
OUTCOMES**

Teaching staff is given significant time
and individual support to improve their
practice, analyze data, and make
changes in their instruction, positively
impacting achievement.

Students have clear and accountable
expectations for behavior,
performance and character that is
regularly supported, monitored and
highlighted by school personnel.

Classroom instruction will
show marked improvement
on a district-wide, shared
rubric. Improvements should
directly align to student
needs and achievement.

Schools make specific
improvements to behavior
systems, school systems,
and tone, based on the
data, through PD.

A structure is in place to
define and highlight
specific data points,
provide immediate
feedback and support for
gap areas, and follow-up
on improvement.

ACTIVITIES

Schools provides group
training and individual
support during the school
year. Staff receives coaching
on systems, review of school
designs and practice in
implementation techniques
and adjustments.

SQRs are completed
annually, with the data being
shared school-wide and
system-wide. Areas of growth
will be identified and a cycle
of improvement will be
developed and implemented.

District frequently
reviews and improves
upon adopted best
practices for assessment
and data analysis;
provides school principals
and leaders with targeted,
frequent, and accountable
professional development

INPUTS

Excellent teaching,
informed by student
achievement, and given
regular, data-driven
feedback.

Strong school culture that
represents clear structural
expectations for behavior and
academics; supportive learning
environment, and both a
positive and accountable tone.

District develops a system
for assessment at all
levels, including teacher
rubrics, school academic
and culture reviews, data
analysis tools, and portals,
and a leadership
development series.

