Schools Entering the System of Great Schools (SGS) Logic Model as of 1/15/2020

Inputs
- DPR Board of Education
- Office of the Superintendent
- System of Great Schools (SGS) Team
- Office of Family and Community Engagement (FACE)
- Office of Schools
- Office of Operations
- Office of Capital Programs
- Department of Facilities and Management
- Office of Enrollment and Placement
- Office of Communications
- Office of Talent
- Office of Information Technology
- Office of the General Counsel
- Academic Support Office
- Student Support Services
- Office of Strategic Partnerships (OSP)
- Office of Evaluation, Research, and Accountability (ERA)

Activities
- District leadership team (Chiefs, Asst. Supts) identifies and prioritizes schools based on a clear framework and protocol for assessing school needs that includes: performance, climate, progress, equity, CSI/A-TSI/TSI status, building utilization, & building condition and notifies central office designees.
- SGS team and central office designees lead a systematic structured review process including community engagement, data analysis, historical contextual factors, progress (school-wide and sub-groups), and root cause analysis.
- District Leadership team selects a potential lever/levers to address school need(s) and communicates decision to key stakeholders:
  - Enter Acceleration Network (K8)
  - HS Transformation
  - Develop Academic Improvement Plan (AIP)
  - Replace School Leader
  - Add or phase-out grades
  - Increase enrollment
  - Relocate school to new building
  - Create new school
  - Close or merge schools
  - Transition from Charter to District governance
  - Program Redesign
- District Leadership, SGS team, and school team create a plan in which they determine how to implement, and monitor implementation of selected lever (staffing/facilities/budget adjustments/adjustments to programmatic approaches and systems, etc.) and set and communicate clear annual goals.
- School teams implement the lever with additional funding and coordinated Central Office Supports
- SGS team, Central Office, Assistant Supts., and school team monitor progress and implementation (monthly for Asst Supt and school team and bi-annually for Chiefs) and respond accordingly.
- Office of Schools conducts School Quality Review in the third year of implementation.

Outputs
- A prioritized list of schools and key Central Office staff supporting the effort are identified.
- Comprehensive report is produced that incorporates participant feedback and evidence-based recommendations for improving progress, performance, school climate, building utilization, building, and/or condition.
- Each prioritized school has a selected lever/levers to address identified need.
- Strategic short- and long-term implementation plan contains evidence-based practices, is aligned to District priorities, has progress monitoring targets, is approved by District leadership, and is shared with stakeholders.
- Schools receive the supports identified in the strategic plan to ensure a positive climate, high student achievement, and continuous improvement.
- Progress is monitored monthly and plans are reviewed/adjusted annually.
- Year 3 School Quality Review is completed.

Outcomes
- If existing school in Intervene, move out of Intervene SPR category in 3-5 yrs or less and stay out of interwene.
- If existing school in Watch, move out of Watch SPR category in 3-5 yrs or less.
- If new, expanding, or receiving school (accepting students from closed or merged), maintains SPR score in reinforce or model tiers of the SPR.
- Student achievement improves for all students.