



## Logic Model

*The theory of change for Texas ACE holds that students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in academic performance, attendance, behavior, and promotion and graduation rates of students.*

| Logic Model  |  |  |   |  |
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| Needs  | Center Goals   | Implementation (Process Evaluation)  |   | Outcomes (Outcome Evaluation)  |
|  |  | Inputs (Resources/Assets)  | Outputs (Activities Provided and Implementation Fidelity)   |  |
| <p><i>Students need to show academic growth through multiple measurable factors including but not limited to; STAAR,EOCs, mastery levels, grades with focus in math and reading.</i></p> | <p><i>Support Hooks High in their endeavor to increase academic performance in core day classes for all students</i></p> | <p><i>Core day teachers, Assistant Principal, Dyslexia Program, Counselor, access to A+ computer software, Site Coordinator, ACE Staff, Project Director, and Family Engagement Specialist, Skyward Reports, STAAR scores, Progress Reports, Report Cards Data, EOC Scores, and Benchmark Score.</i></p> | <p><i>Academic Enrichment and small group (3-10 students) intervention sessions offered based on needs of regularly attending students.</i></p> <ul style="list-style-type: none"> <li><i>Academic Enrichment Offered 4x a week 3x45 min session, mornings 5x a week 1x45 min session</i></li> <li><i>Small group intervention (content based off needs) 4x a week 3x45 min session, mornings 5x a week 1x45 min session</i></li> <li><i>Students who are performing at or above grade level are</i></li> </ul> | <p><i>By spring 2020, students attending regularly (45 or more days) will have a 5% increase of passing on English I and II EOCs from previous years.</i></p> <p><i>By spring 2020, 95% of students attending regularly (45 or more days) will show growth in Alg I from previous years test scores.</i></p> |

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|  |  |  | <p><i>provided intervention 4x a week 45 min sessions based on needs.</i></p> <ul style="list-style-type: none"><li>● <i>Academic enrichment needs are met through the arts, cosmetology, character building, archery, welding, technology for the future, and other student choice activities.</i></li><li>● <i>A+ Graduation program offered to students wanting to graduate early, or obtain course credit, this is a work at your own pace program, 4x week 3 sessions, and 5x week morning 45 minute session opportunities.</i></li><li>● <i>WEIKART assessment tool</i></li></ul> |  |
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| <p><i>Students need to increase school day attendance averages.</i></p>                   | <p><i>Support Hooks High in their endeavor to increase school day attendance.</i></p>                        | <p><i>Core day teachers, Assistant Principal, Dyslexia Program, Counselor, Site Coordinator, ACE Staff, Project Director, Family Engagement Specialist, Bowie County Juvenile Probation Department and ARISE program, Skyward Reports, STAAR scores, Progress Reports, Report Cards Data, EOC Scores, and Benchmark Score.</i></p> <p><i>School resource officer guidance and assistance in intervention.</i></p> | <ul style="list-style-type: none"> <li>● <i>Attendance Incentives,</i></li> <li>● <i>Events tied to school day attendance,</i></li> <li>● <i>Fun and interesting enrichment activities that students voice interest in</i></li> <li>● <i>Students are offered college credit vocational classes such as welding</i></li> <li>● <i>Offer students certifications such as CPR/First Aid and Food Handlers Certification</i></li> <li>● <i>Work to build appropriate, positive relationships with students</i></li> </ul> | <p><i>At the end of the year, regular attending students (45 days or more) will maintain an average 94+% attendance rate.</i></p>  |
| <p><i>Students need to decrease discretionary removals in the regular school day.</i></p> | <p><i>Support Hooks High in their endeavor to decrease discretionary removals from core day classes.</i></p> | <p><i>Core day teachers, Assistant Principal, School Resource Officer, Dyslexia Program, Counselor, Site Coordinator, ACE Staff, Project Director, and Family Engagement Specialist, Skyward Reports, STAAR scores, Progress Reports, Report Cards Data, EOC Scores, and Benchmark Score.</i></p> <p><i>Safe and civil school training, positive behavior, interventions, guidance support.</i></p>               | <p><i>Scheduled meeting with intervention team (Principal, Assistant Principal, Counselor, Resource Officer), ACE behavior plan, enrichment activities offered every day during the school week, community service learning projects and groups.</i></p> <p><i>Allow for SEL classes, focus groups and the ARISE program to help encourage positive classroom behavior.</i></p>  | <p><i>By May 2020, regularly attending ACE students will decrease in office discretionary school day removals from the 2018-2019 school year by 10% from previous years data (28 students)</i></p> |

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| <p><i>Students will be promoted and graduate.</i></p> | <p><i>Support Hooks High in their endeavor to increase graduation rates and promotion.</i></p> | <p><i>Core day teachers, Assistant Principal, School Resource Officer, Dyslexia Program, Counselor, Site Coordinator, ACE Staff, Project Director, and Family Engagement Specialist, Skyward Reports, STAAR scores, Progress Reports, Report Cards Data, EOC Scores, and Benchmark Score.</i></p> | <ul style="list-style-type: none"> <li>● <i>A+ programming available to students that meet criteria,</i></li> <li>● <i>STAAR scores monitoring, all available resources to push students to achieving academic success,</i></li> <li>● <i>Homework assistance from trained professionals,</i></li> <li>● <i>Academic Enrichment and small group intervention sessions are offered to all students.</i></li> </ul> | <p><i>At the end of May 2020, maintain graduation rate and increase promotion for those students regularly attending ACE.</i></p> |
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