

Unconditional Education Logic Model

Goals

1. Increase capacity of schools serving high poverty, urban communities to deliver effective interventions through the implementation of a multi-tiered framework
2. Increase achievement of students at-risk of or diagnosed with disabilities

Inputs

Multi-Service Lead Agency

- Strong belief in collaboration and partnership
- A continuum of services and expertise including established partnerships with systems of care (social services, child welfare, mental health, behavioral health, probation, etc.)
- Training capacity and expertise

Educational Organization

- Strong belief in collaboration and partnership
- System-wide commitment to providing Unconditional Education for all students
- Organizational sustainability and commitment to the process of school transformation
- Leadership capacity including the ability to develop a shared vision, and to promote relational trust and stakeholder investment

Strategies

KEY COMPONENT: System Efficiency

- Work collaboratively with leadership to assess the current system of student supports and to create a responsive intervention plan
- Assist leadership in creating a customized braided funding structure

KEY COMPONENT: Coordination of Services

- Coordinate support services through the creation of a multi-disciplinary coordination of services team (COST) and the use of data management and analysis
- Facilitate collaboration with county mental health, child welfare and probation
- Establish a protocol for parental engagement during the referral process

KEY COMPONENT: Universal Supports/Tier One

- Provide staff with a set of tools including differentiated instruction, School Wide Positive Behavioral Interventions and Supports, and trauma-informed practices, to address the general variance of needs of all students.
- Provide responsive professional development for staff that will enable them to better support students within the classroom setting
- Promote active involvement amongst family and provide training and workshops for parents and caregivers

KEY COMPONENT: Targeted and Intensive Supports/Tier Two and Three

- Provide high quality intervention services by credentialed and licensed professionals
- Provide responsive and specialized training for academic, behavioral and/or mental health support staff
- Provide responsive training for targeted parent groups experiencing similar challenges/needs

Short-Term Outcomes

- Resource allocation at each tier is aligned with demonstrated need

- Staff report that services are more coordinated, responsive, integrated, and data driven

- Schools are more responsive to students who have experienced trauma
- School has a consistent system of PBIS
- School has a differentiated approach to classroom instruction
- Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

- Students in special education meet IEP goals
- Students in T2 and T3 interventions experience growth on social emotional and behavioral benchmark measures
- Students in T2 and T3 interventions experience growth on academic benchmark measures
- Students in T2 and T3 interventions experience a reduction in discipline incidents
- Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

Long-Term Outcomes

- Improved school climate as demonstrated by an increase in School Climate Assessment Instrument (SCAI) scores

- Increase in academic achievement as measured by progress assessments and standardized tests

- Improved behavior outcomes as demonstrated by a decrease in disciplinary referrals and suspensions

- Increased time in school as demonstrated by increased attendance rates

- Services are more efficient and cost effective, as demonstrated by cost per pupil rates and an analysis of encroachment levels