NATIONALCENTER
Communities of Practice

Handout #1

Logic Model Example: High-Dosage Tutoring

Challenge: Multilingual-learner students need support to increase science achievement

Intervention	Outputs	Short-term Outcomes (0–1 year)	Mid-term Outcomes (2–3 years)	Long-term Outcomes (4+ years)	Available Data
High-dosage tutoring in STEM for high school multilingual learners 1:1 student-teacher ratio 3x per week 36 weeks Provided during school day	# participants # tutors # multilingual tutors representing student population # tutor-parent connections (text, email, phone) # training sessions for tutors # of students eligible for tutoring session (APR) # of students participating in tutoring sessions (APR)	Build and improve tutor-student relationship Develop parent-tutor relationship	Improve student engagement and attendance in math and science courses	Decrease chronic absenteeism Increase on-track rate for HS graduation/de-identification of warning indicators for dropout	Attendance records: Monthly comparisons at the student level (daily, monthly, course/period participation) Graduation rate Dropout rate
		Increase student interest in STEM Increase teacher/provider awareness of success gaps in STEM achievement	Increase enrollment in STEM courses Increase instructional time	Improve achievement in math and science Improve achievement in STEM courses Increase number of students pursuing STEM courses	State assessments in math and science Growth on quarterly performance assessments Grades in math and science courses Course-taking patterns
		Increase awareness of benefits of tutors of color	Increase in jobs created Increase in number of tutors of color	Strengthen educator pipeline for multilingual educators	Personnel records

Logic Model Example: Summer Programs

Challenge: Students who were disproportionately impacted by the pandemic need more instructional time and support to accelerate their learning.

Intervention	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes	Available Data
Summer learning and enrichment program that includes • Traditional classroom instruction • 25 hours of Math • 34 hours of Language Arts • Small-group academic instruction (15 students per group) • Social-emotional learning (SEL) curriculum • Off-site field trips or other enrichment opportunities • Expectations for attendance and participation 5 weeks 4 days per week 3 hours per day	# student participants XX% attendance XX% active participation # certified teachers and professional staff hired # other staff hired (tutors, reading interventionists, classroom aids, etc.) # small-group sessions with # of students # hours spent on Language Arts #hours spent on Math # SEL lessons # off-site field trips or other enrichment activities (e.g., outdoor learning, apprenticeships, community engagement) # community member participants	Progress in the rates of Language Arts homework completion Progress in the rates of Math homework completion Develop student connections within the small groups	Improve student engagement in academic instruction Improve rates of Language Arts homework completion Improve rates of Math homework completion	Maintain student engagement in academic instruction Maintain average daily attendance goals Improve scores on Language Arts formative assessments Improve scores on Math formative assessments	Attendance records Student grades Student standardized assessment scores from previous year (e.g., interim assessments, progress monitoring assessments, etc.) Weekly progress monitoring of summer learning targets
		Develop positive adult-child relationships Develop positive peer relationships	Improve students' awareness of their own social-emotional health Improve students' empathy toward their peers	Increase students' understanding of their own social-emotional needs Increase students' understanding of their peers' needs	Educator reports Student self-assessments SEL curriculum assessments
		Build student knowledge of learning opportunities outside of school Build student awareness of community challenges Build student awareness of opportunities in the community	Increase student access to learning outside of school (e.g., museums, theater, nature preserves, farms, places of employment) Increase community engagement Increase time spent with community members	Improve and maintain students' interest in learning outside of school Improve and maintain students' interest in community engagement and service	Attendance on field trips Attendance at community engagement opportunities Educator reports Student self-assessments